

Annual Report

2022



Utah State Board
of Education

schools.utah.gov

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Sydnee Dickson,
State Superintendent of Public Instruction

www.schools.utah.gov

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Letter from State Superintendent Sydnee Dickson

In a Tale of Two Cities, Charles Dickens describes a period as the best of times and the worst of times. This certainly rings true for public education 2020-21.

Who can forget Friday, March 13th, 2020, when Governor Gary R. Herbert announced a soft closure of schools the following Monday for two weeks? Two weeks turned into additional weeks and with COVID-19 raging across the globe in-person instruction for more than 600,000 students came to a halt for the remainder of the year. Thanks to the infusion of digital tools into our school system through Utah's Digital Teaching and Learning initiative started in 2012, most schools were able to pivot rapidly to online learning, placing tools into homes and engaging parents in the education of their students as never before.



Students, administrators, staff, and parents – got creative. Kitchens, living rooms, dens, and bedrooms became classrooms. Staff from the Utah State Board of Education, the Utah Education and Telehealth Network, districts and charter schools provided additional support for teachers and students.

School breakfast and lunch programs became grab-and-go service where students could pick up both breakfast and lunch at the same time. In some areas of the state school bus drivers delivered meals to students at bus stops. Bus drivers also parked their vehicles in areas of the state with limited access to Wi-Fi so students could gain access without having to travel to a library or a school parking lot. Murray School District developed a local Wi-Fi network throughout the city to keep students connected. San Juan School District expanded services using existing radio and cell towers to ensure students living in remote canyons could access tech at their school for the first time. The Utah State Board of Education, the Utah Legislature, and the Governor's Office worked together to make sure all teachers and school staff stayed employed during the pandemic.

"... we work to ensure every student is prepared to succeed and lead ..."

Letter from State Superintendent Sydnee Dickson, continued

Over the summer state board employees and district and charter employees put in long hours preparing schools to reopen in the fall. State staff undertook the logistics of distributing both donated and purchased personal protective equipment and sanitizer. District and school staff cleaned buildings and worked with students to give Utah one of the lowest transmission rates in the nation with most schools open albeit with some using a hybrid method of in-person and online instruction.

Student and staff health and safety were a priority but that did not diminish our state's focus on our strategic plan and Portrait of a Graduate.

Because of the pandemic and subsequent soft closure of schools in Utah, many of the summative assessments both here and across the nation were not given and that data is lost to us. The ACT test for high school juniors was given to some Utah students in school before the soft closure, but others were given a voucher to take the test later on a national testing day. Utah results appear strong, but far too many students – especially students who might struggle with exams – did not take the test at all.

The Utah State Board of Education has engaged with research partners to study the effects of the pandemic on student performance and while we have preliminary data, the deeper analysis continues.

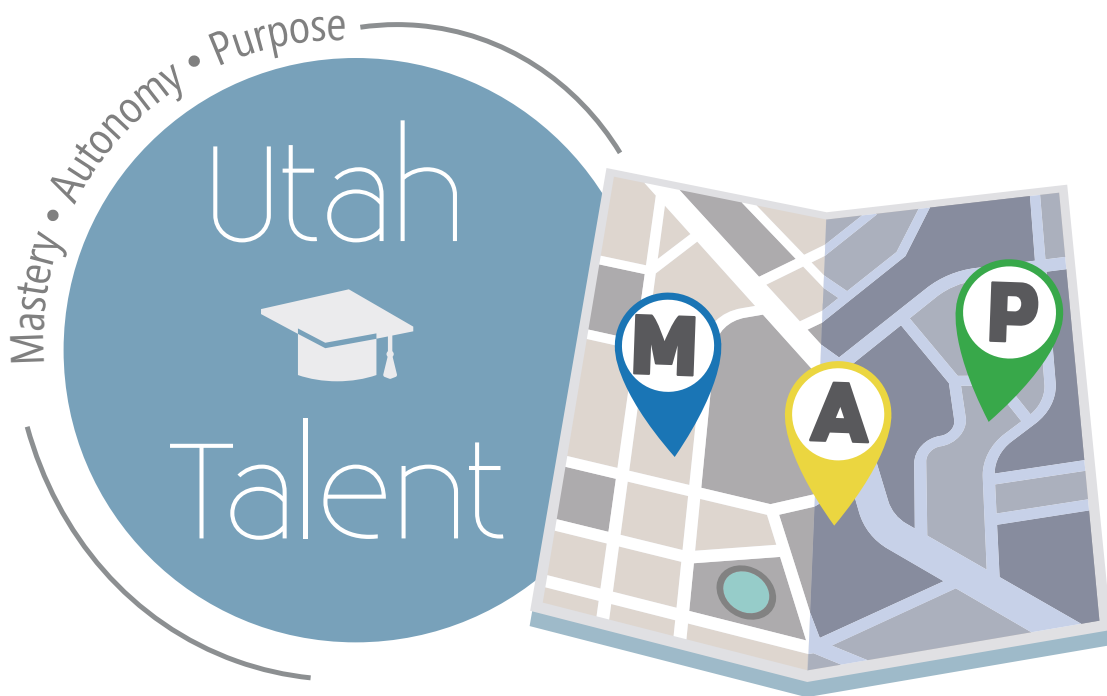
Despite the challenges the pandemic brought to Utah Public Education, many lessons were learned, and betterments occurred for a more personalized approach to education. We will use the lessons learned from our limited data to continue to reshape our education system. As the pandemic continues to present challenges, we have the spring of hope before us as we work to ensure every student is prepared to succeed and lead and have choices for a bright future.

USBE's Strategic Plan

OUR VISION

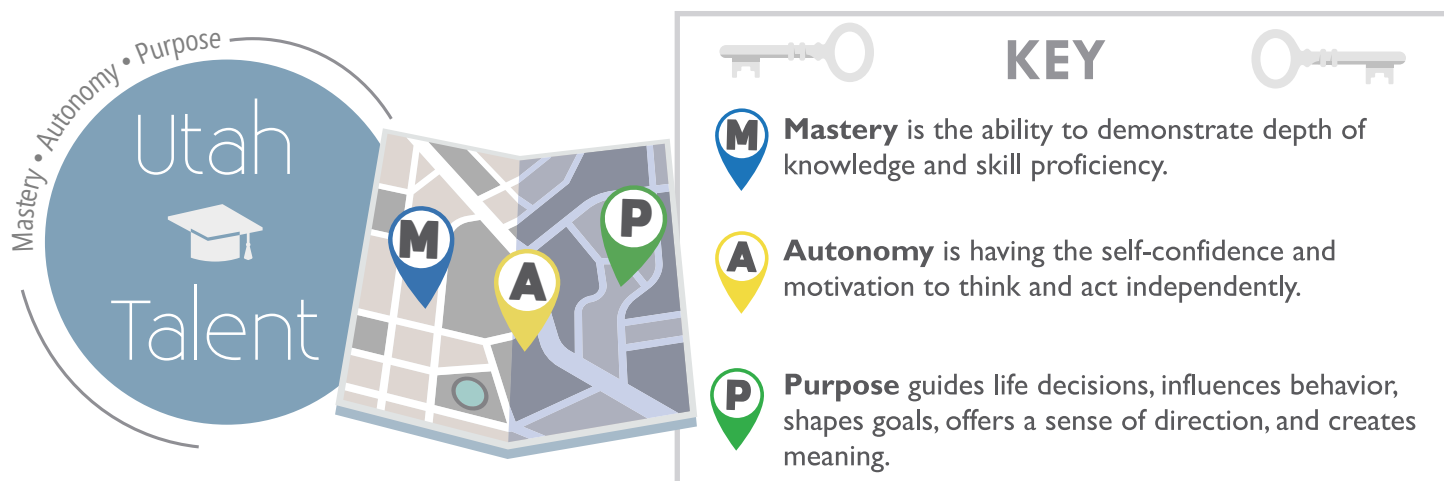
Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

Direction



Portrait of A Graduate

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.



HOW WE DID IT

We began by asking:

“What are the hopes, aspirations, and dreams that our community has for young people?” “What skills and mindsets do young people need to ensure opportunities for their future?”

What resulted is the Portrait of a Graduate—a frame for student success and school quality that goes beyond academic mastery by also recognizing skills like communication and creativity, dispositions like resilience and respect, and other social and emotional dimensions of learning. The Portrait of a Graduate serves as our north star for system transformation. As school districts and charter schools develop Portraits of a Graduate for their unique communities, we continue working through the implications of this vision for the design of our system at the state level. Our aim is to create the conditions for school systems throughout the state to intentionally deliver on this powerful vision.

Portrait of A Graduate

Mastery



Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.



Wellness

Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.



Civic, Financial & Economic Literacy

Understand various governmental and economic systems, and develop practical financial skills.



Digital Literacy

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Autonomy



Communication

Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.



Critical Thinking & Problem Solving

Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.



Creativity & Innovation

Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.



Collaboration & Teamwork

Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

Portrait of A Graduate

Purpose



Honesty, Integrity, & Responsibility

Are trustworthy, ethical, reliable, and are accountable for the results they produce.



Hard Work & Resilience

Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.



Life Long Learning & Personal Growth

Continue to seek knowledge and develop skills in all settings.



Service

Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.



Respect

Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

MISSION

The Utah State Board of Education leads by creating **equitable** conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.

What does it mean to create equitable conditions?



ACKNOWLEDGING THAT ALL STUDENTS ARE CAPABLE OF LEARNING, EDUCATIONAL EQUITY IS THE DISTRIBUTION OF RESOURCES TO PROVIDE EQUAL OPPORTUNITIES BASED UPON THE NEEDS OF EACH INDIVIDUAL STUDENT. EQUITABLE RESOURCES INCLUDE FUNDING, PROGRAMS, POLICIES, INITIATIVES AND SUPPORTS THAT RECOGNIZE EACH STUDENT'S UNIQUE BACKGROUND AND SCHOOL CONTEXT TO GUARANTEE THAT ALL STUDENTS HAVE ACCESS TO HIGH-QUALITY EDUCATION.

Board adopted definition of equity



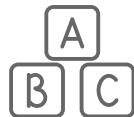
2021 Updates

- Board adopted a revised definition of educational equity
- Board adopted administrative rule R277-328, which provides guidelines on educational equity professional learning



Goals & Strategies

We have established four goals for the education system. The goals are written as results statements reflecting an ambitious outcome we aim for the system to deliver for each student. USBE's role in achieving these goals is to create the conditions at the state level to enable local education agencies and leaders to achieve them in schools and classrooms across the state.



Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy



Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences



Safe & Healthy Schools

Each student learns in a safe and healthy school environment

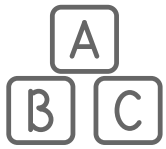


Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders

Goals & Strategies

We have established high-leverage strategies to align agency efforts toward impacting each goal.



Early Learning

Each student starts strong through early grades with a foundation in literacy and numeracy

1A: Promote high-quality instruction in every early grade classroom

1B: Increase optional access to high-quality extended day kindergarten programs

1C: Increase optional access to high-quality preschool

1D: Increase engagement of families with young children in early learning experiences



Effective Educators & Leaders

Each student is taught by effective educators who are supported by effective school leaders

2A: Support districts and schools in providing effective mentoring for beginning educators and leaders

2B: Assist districts and schools in providing continuous personalized professional learning for each educator and leader

2C: Evaluate and support educator preparation programs in meeting requirements established by the Board while providing room to innovate

2D: Lead in changing the perception of teaching as a profession

2E: Promote equitable access to highly effective teachers

2F: Increase the supply of transformational school leaders across the state

Goals & Strategies



Safe & Healthy Schools

Each student learns in a safe and healthy school environment

3A: Support districts and schools in creating and maintaining conditions for safe and healthy learning environments

3B: Increase adoption of evidence-based student health and wellness practices

3C: Build capacity of educators and other stakeholders to meet student's mental emotional, and social needs



Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences

4A: Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data

4B: Support LEAs in providing a personalized learning plan for each student

4C: Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students and families

4D: Promote new school system models for personalized learning implementation

Utah State Board Members

The Utah State Board of Education is a constitutionally established, elected, non-partisan body that exercises “general control and supervision” over the public education system in Utah, including establishing the state educational core standards, state educator licensing policies, and state high school graduation requirements.

Its 15 members are elected from geographic areas in Utah to four-year terms. The State Board appoints the State Superintendent who is the executive officer of the Board. Both the State Board and State Superintendent are responsible for compliance with state and federal laws and administrative rules affecting education and for the distribution of funds to charter and district schools.



JENNIE EARL
District 1: Morgan



SCOTT L. HANSEN
District 2: Liberty



MATT HYMAS
District 3: Stansbury Park



BRENT J. STRATE
District 4: South Ogden



STACEY HUTCHINGS
District 6: Kearns



CAROL BARLOW LEAR
District 7: Salt Lake City



JANET A. CANNON
District 8: Holladay



MOLLY HART
District 10: Sandy



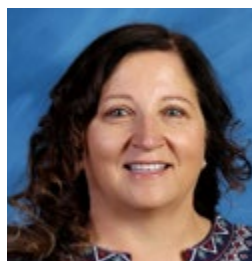
NATALIE CLINE
District 11: Bluffdale



JAMES MOSS JR.
District 12: Midway



RANDY BOOTHE
District 13: Spanish Fork



KRISTAN NORTON
District 15: St. George

Chair



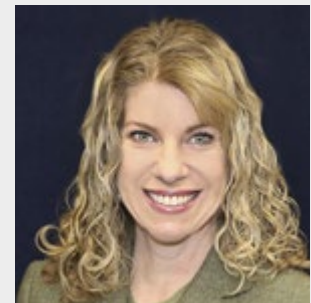
MARK HUNTSMAN
District 14: Fillmore

Vice Chair



LAURA BELNAP
District 5: Bountiful

Vice Chair



CINDY DAVIS
District 9: Cedar Hills

USBE Superintendency

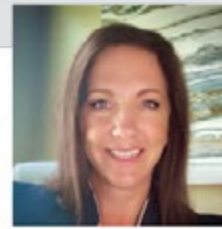
The Utah State Constitution gives the State Board of Education general control and supervision of the public education system. The State Superintendent is appointed by the Board as its executive officer. The superintendency uses the Board's strategic plan as the framework to improve outcomes for students. The members of the superintendency also administer all programs in accordance with the policies and the standards established by the Board.



Angie Stallings
Deputy Superintendent
of Policy



Scott Jones
Deputy Superintendent
of Operations



Patty Norman
Deputy Superintendent
of Student Achievement



Leah Voorhies
Assistant Superintendent
of Student Support



Darin Nielsen
Assistant Superintendent
of Student Learning

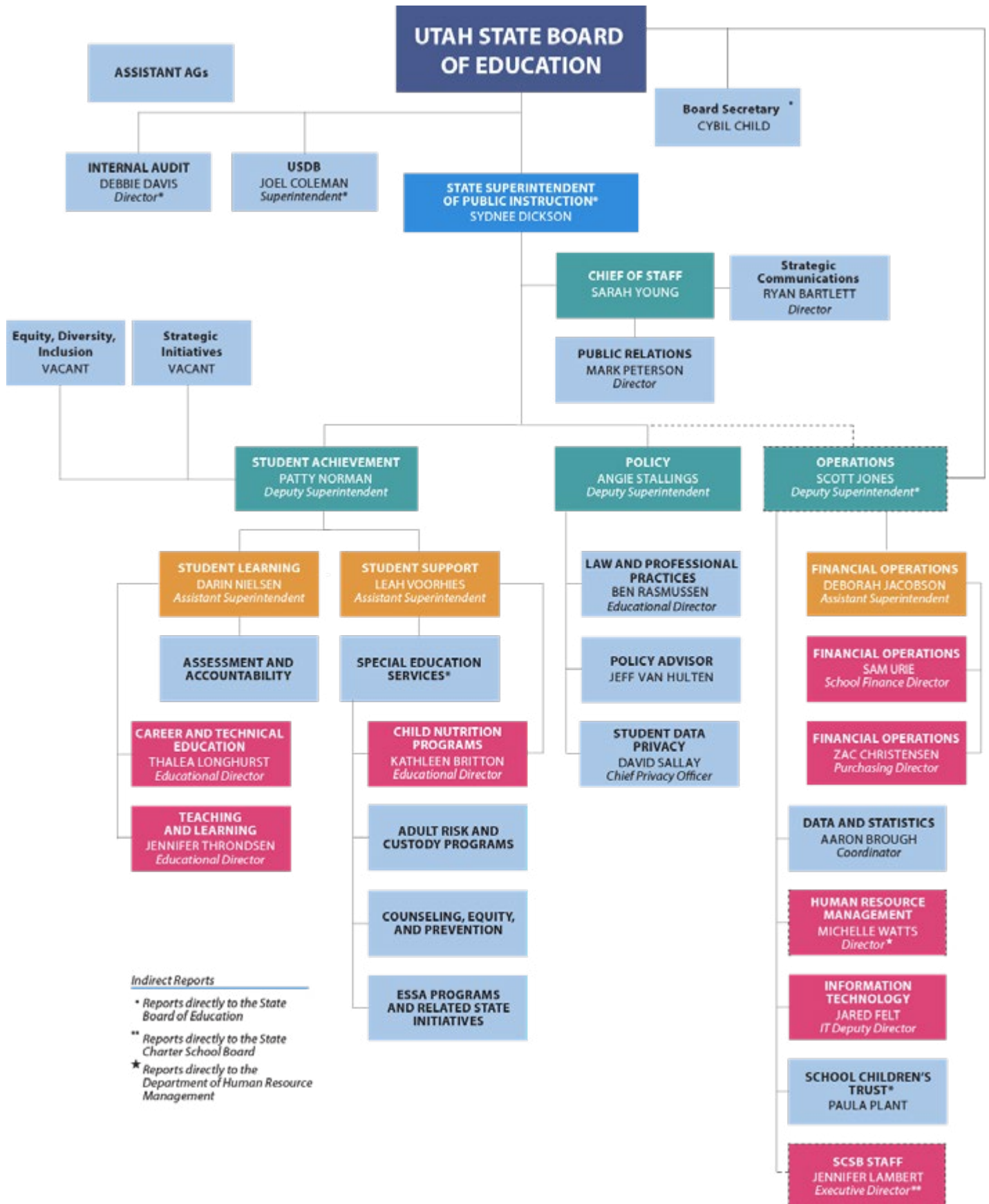


Deborah Jacobson
Deputy Superintendent
of Operations



Sarah Young
Chief of Staff

Organizational Chart





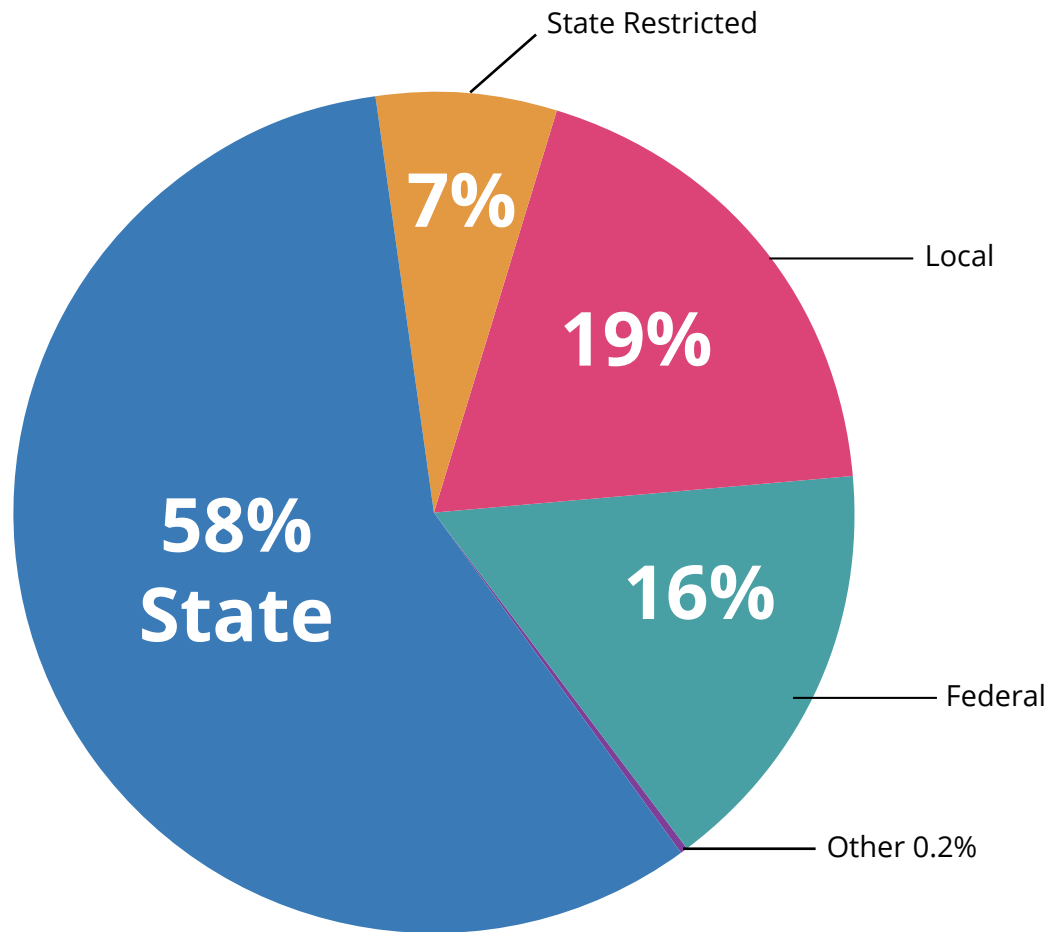
Public Education Budget

The following information details Utah's appropriated public education budget for FY 2021. The funding is broken down by funding source and by major area, and most of the expenditures are passed through to local education agencies.

Public Education Budget

Fiscal Year 2022

\$6.7 Billion by Funding Source



State: \$3,887,809,700 (58%)

- General, Education, and Uniform School Funds

State Restricted: \$482,783,300 (7%)

- Minimum Basic Growth Account, Liquor Tax, Trust Distribution Account, etc.

Local: \$1,296,207,800 (19%)

- Property Tax Revenue
 - Factored into state formulas, but collected locally not by the state

Federal: \$1,067,715,900 (16%)

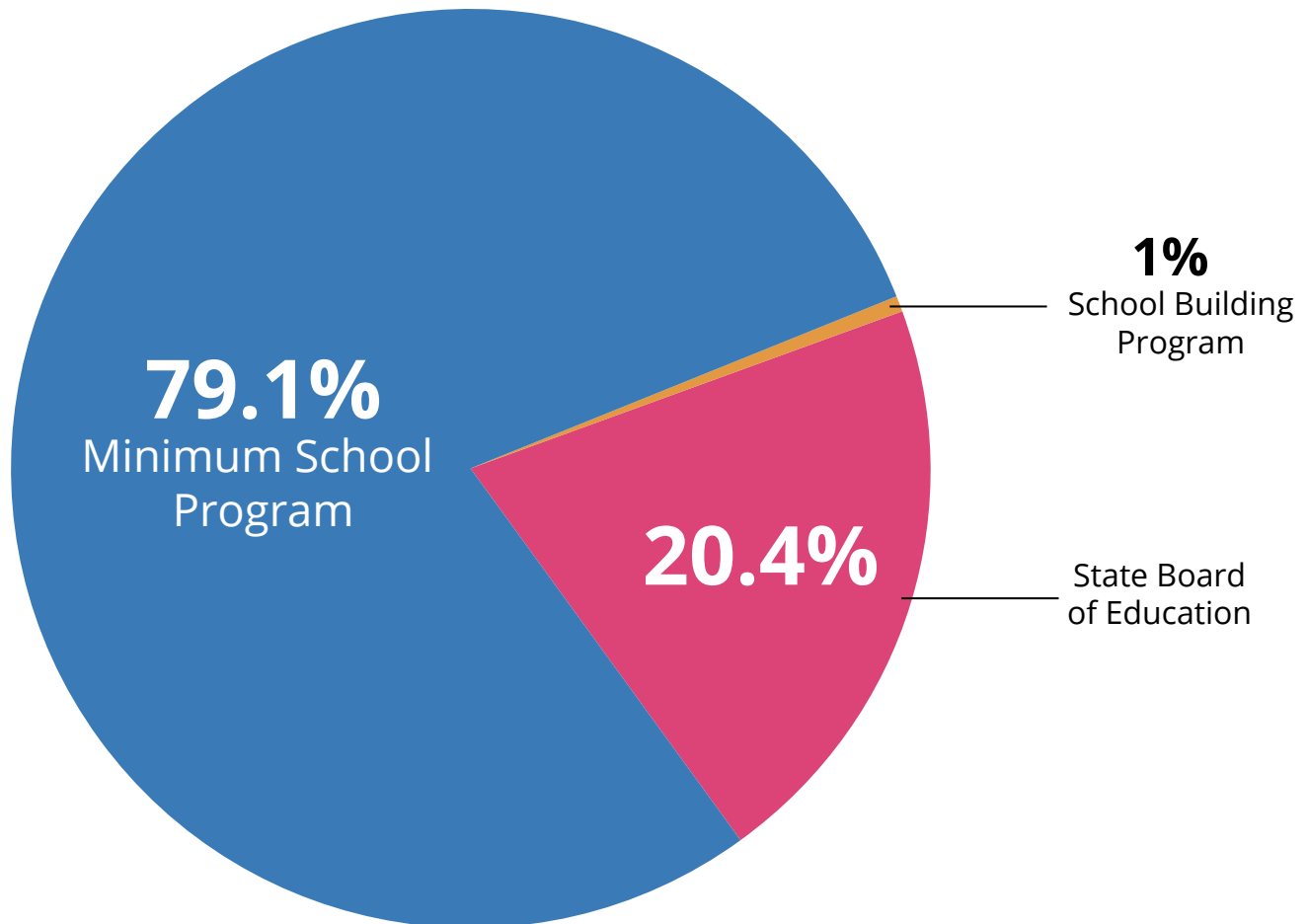
Other: \$10,907,600 (0.2%)

- Dedicated Credits Revenue, Expendable Receipts, Federal Mineral Lease, Transfers, and Balances

Public Education Budget

Fiscal Year 2022

By Major Area



Fiscal Year 2022

By Major Area

Minimum School Program by Line Item

Line Item	Total Appropriation
Basic School Program	\$3,482,094,900
Related to Basic School Programs	\$968,493,500
Voted and Board Local Levy Programs	\$919,226,900

Public Education Budget

Fiscal Year 2022

By Major Area

School Building Program by Line Item

Line Item	Total Appropriation
Capital Outlay Programs	\$33,249,700

State Board of Education by Line Item

Line Item	Total Appropriation
Child Nutrition	\$222,197,500
Child Nutrition - Federal Commodities	\$19,159,300
Educator Licensing	\$3,921,200
Fine Arts Outreach	\$5,210,000
Initiative Programs	\$71,081,900
MSP Categorical Program Administration	\$7,887,900
Regional Education Service Agencies	\$2,000,000
Science Outreach	\$5,785,700
State Administrative Office	\$911,552,400
General System Support	\$76,954,700
State Charter School Board	\$4,154,400
Statewide Online Education	\$9,577,700
Teaching and Learning	\$168,400
Utah Charter School Finance Authority	\$50,000
Utah Schools for the Deaf and the Blind	\$46,581,800

By Expenditures:

- 97% Pass Through: Funding Sent to School Districts and Charter Schools
- 3% Other: Personnel Services, Current Expense, Capital and Data Processing, and Travel

More detailed information on the public education budget and also public education data and statistics e.g. graduation rates, fall enrollment, and student-teacher ratios is available at

<https://www.schools.utah.gov/superintendentannualreport>.

97% Pass Through
Funding

3% Other



CORE FUNCTIONS

A core function is defined as a group of services, products and/or activities designed to achieve a common result necessary to achieve the mission.

WHAT ARE THE CORE FUNCTIONS?



Academic Standards
& Assessment



Finance



Educator
Effectiveness



Compliance,
Monitoring, and
Auditing



Policy



Reporting, Data,
& Statistics



Academic Standards & Assessment

ACADEMIC STANDARDS

In establishing minimum standards related to curriculum and instruction requirements, the Utah State Board of Education (USBE) works with local school boards, school superintendents, teachers, employers, and parents to implement core standards for Utah public schools that enable students to: communicate effectively, both verbally and through written communication; apply mathematics; and access, analyze, and apply information.

In establishing the core standards for Utah public schools, USBE shall: identify the basic knowledge, skills, and competencies each student is expected to acquire or master as the student advances through the public education system; and align with each other the core standards for Utah public schools and the assessments identified in statute (53E-4-202).

The state board shall establish minimum standards for career and technical education programs in the public education system (53E-3-507).

Assessment

Statute requires the State Superintendent to:

- Submit and recommend statewide assessments to the state board for adoption by the state board
- Distribute the statewide assessments adopted by the state board to a school district or charter school

Requires the Board to participate in the National Assessment of Educational Progress program; and requires LEAs to administer statewide assessments. The Board shall make rules for the administration of statewide assessments and ensure they are in compliance with student data privacy requirements (53E-4-302).

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DATA AND METRICS

The data and metrics below measure progress, performance, effectiveness, or scope of the academic standards and assessment core function.

98%
2019-2020
SY

Local Education Agencies
served by Teaching and
Learning

Goal is to reach 100%

100%
2020-2021
SY

1,944
Educators
2019-2020
SY

Professional Learning



Dual Immersion Educators

4,653
Educators
2020-2021
SY

2020-2021 used a digital platform that allowed for greater engagement this year.

3,075
Educators
2019-2020
SY

Career and Technical
Education Professional
Training

4,529
Educators
2020-2021
SY

ACHIEVEMENTS

- » In 2021, the Utah State Board of Education engaged in updating the state's K-6 Social Studies and PreK-12 English Language Arts Standards. The revised standards are still in development and expected to be released in 2022. Full implementation of the new standards will be in the 2023-2024 school year.
- » Utah has identified five foundational high-leverage practices as statewide focal areas. High-leverage practices are frequently occurring, educational practices that all educators should know how to do. These practices are evidence based, meaning that they reflect effective methods that when successfully implemented can improve results for each learner. Utah's five high-leverage practices are:
 1. Use student assessment data, analyze instructional practices, and make necessary adjustments in collaboration with professionals to improve student outcomes.
 2. Use strategies to promote active student engagement.
 3. Systematically design instruction toward a specific learning goal including the use of explicit instruction and scaffolded supports.
 4. Provide positive / constructive feedback to guide students' learning and behavior.
 5. Establish a consistent, organized, and respectful learning environment.
- » Despite the COVID-19 pandemic, the graduation rate for students who are CTE concentrators 96% in the 2020-2021 school year. Career and Technical Education concentrators continue to graduate at higher rates compared to the overall student population. For the 2020 cohort, Utah's statewide graduation rate was 88.1%.



CHALLENGES

In spring 2020 to mitigate the spread of COVID-19, school closure disrupted public education by forcing all LEAs to provide education through remote learning for all students for the remainder of the school year. It also meant that LEAs were unable to administer most statewide end-of-year assessments. Consequently, LEAs have had to utilize alternative tools to assess student learning quickly and focus additional time and resources to address unfinished learning from the spring.



Academic Areas

ACADEMIC AREAS

Driver Education

The growth and expansion of driver education, the emergence of innovative programs, new legislation, and the passing of the Graduated Driver Licensing (GDL) laws have brought a need to update the standards for Utah's driver education program.

The Five Driver Education Strands

PARENT OR GUARDIAN INVOLVMENT IN MODELING GOOD DRIVING HABITS

Studies show that children who have higher parent or guardian involvement tend to be safer drivers and have fewer crashes over their lifetimes. Passed in 1999, the GDL laws require the parent or guardian to become more involved in their teen driver's learning period.

RULES OF THE ROAD

Understanding rules of the road include signs, signals, pavement markings, and traffic controls that students must act on while behind the wheel.

RISK MANAGEMENT IN ALL DRIVING SITUATIONS

Risk management includes understanding the concepts of proper vision, space cushion, appropriate decision-making, and defensive driving skills.

MOTOR VEHICLE MANEUVERS AND OPERATIONS

Maneuvers and operation include the physics of driving: stopping, starting, turning, and all other driving actions. As driver-assistance technology continues to advance, understanding these systems is critical.

THE DRIVING ENVIRONMENT

Driving environment includes: weather and lighting conditions, rural and urban roadways, emergency situations, sharing the road with pedestrians, trains, tractor-trailers, and other non-typical vehicles.

What is included in Instruction:

- 30-Hours of Classroom Instruction
- 6-Hours Behind the Wheel
- 6-Hours of Observation
- Written Test
- Road Test



69% decreased fatalities of Utah teens aged 15-17 since the GDL laws passed

ACADEMIC AREAS

English Language Arts

What is Literacy

Literacy is the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to express and understand ideas and opinions, to make decisions and solve problems, to achieve their goals and to participate fully in their community and in wider society. Literacy is a lifelong learning process (Literacy Advance, 2018).

Essential Components of Literacy

Research has supported the use of evidence-based literacy practices using systematic, explicit, cumulative instruction when teaching.

The seven essential components of literacy:

Oral Language

Vocabulary

Phonological Awareness

Comprehension

Phonics

Writing

Fluency

How to Accomplish

The **five** key elements of a strong literacy system include:

- Instructional Leadership
- Assessment and Feedback
- Supportive Culture
- Instruction and Intervention
- Professional Learning

Shifts in Standards

The components of literacy are taught through the Utah English Language Arts (ELA) Core Standards. The main shifts include the following:

1. Evidence-based materials and strategies
2. Diverse and challenging text
3. Disciplinary literacy

ACADEMIC AREAS

Fine Arts

A well-rounded education includes the arts. The fine arts provide a place for students to explore new ideas, for appropriate risk-taking, for creative problem solving, for working together with others, for developing aesthetic awareness, for exploring the world and other cultures and expressing oneself.



Dance



Media Arts



Music



Theatre



Visual Arts

Create

Conceptualize, generate, develop and organize artistic ideas. Refine ideas through persistence, reflection, and evaluation.

Perform/Present/Produce

Analyze, interpret, and select artistic work. Develop techniques and concepts to refine work and express meaning through presentation.

Respond

Perceive, analyze, interpret, articulate, and evaluate work and process.

Connect

Synthesize and relate knowledge with personal meaning relating to societal, cultural, and historical context to deepen understanding.

Learning in and through the Arts

The study of drama, dance, music, media arts, and the visual arts helps students explore realities, relationships, and ideas that cannot be expressed simply in words or numbers. Study in an arts discipline is required in grades K-6. Students are required to take an arts course during grades 7 or 8. High school graduation requires 1.5 credits of study in the arts.

ACADEMIC AREAS

Health

Health Education supports parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner, to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. Health is taught in kindergarten through grade 6, once in middle school (Health I), and once in high school (Health II).



The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives.

Health Foundations & Protective Factors of Healthy Self (HF)

Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of students.

Substance Abuse Prevention (SAP)

Promotes overall health by teaching students the knowledge and skills to make choices to avoid substance abuse.

Safety and Disease Prevention (SDP)

Helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease.

Nutrition (N)

Helps students understand the vital role proper nutrition will have on health throughout their life.

Human Development (HD)

Teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship.

Mental and Emotional Health (MEH)

Teaches students how to advocate for the mental and emotional health of self/others.

ACADEMIC AREAS

Library Media

The skills of the 21st century include being literate in a variety of digital, visual, textual, and technological tools, and individuals must have the thinking skills that will enable them to learn continually. Becoming an educated user of information in this culture of information is a critical part of students' education.



The Library Media Standards are achieved through the collaborative efforts of the school library media teacher, classroom teacher, student, support staff, administrators, board of education, and communities.

Reading Engagement

Foundational skill for learning, personal growth, and enjoyment. The goal is to actively promote reading and provide equitable access to literary and informational texts in a variety of subjects, genres, and formats. The standards facilitate the acquisition of tools, knowledge, and skills to allow every student to read for interpretation, the development of new understandings, and enjoyment.

Information and Research

Students will engage in research processes (e.g., inquiry-based, information problem solving). Through engagement in the research process, students will apply critical thinking skills (e.g., analysis, evaluation, organization, synthesis) to draw conclusions and construct new understandings. Such experiences will develop student self-confidence in solving problems in an environment where information resources and technologies are increasingly complex.

Media Literacy

Media literacy is the competent application of literacy skills to media and technology messages. Its goal is to help students develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators, and active, digital citizens in today's world. By learning the standards and objectives, students will acquire an understanding of the elements, construction, and potential impact of media messages while learning to make informed choices in the use of media. Through collaboration with classroom teachers, these standards can be integrated into curricular units throughout a wide range of subjects to ensure students are equipped with these essential 21st century skills.

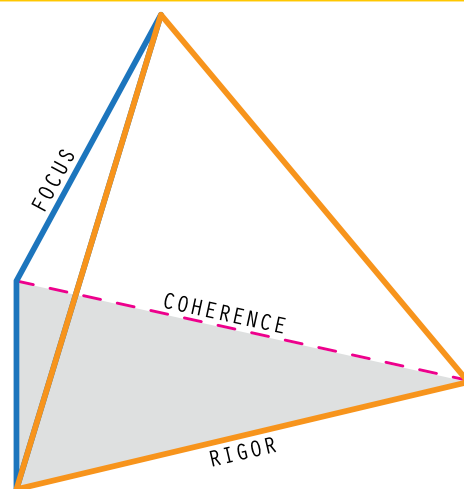
ACADEMIC AREAS

Mathematics

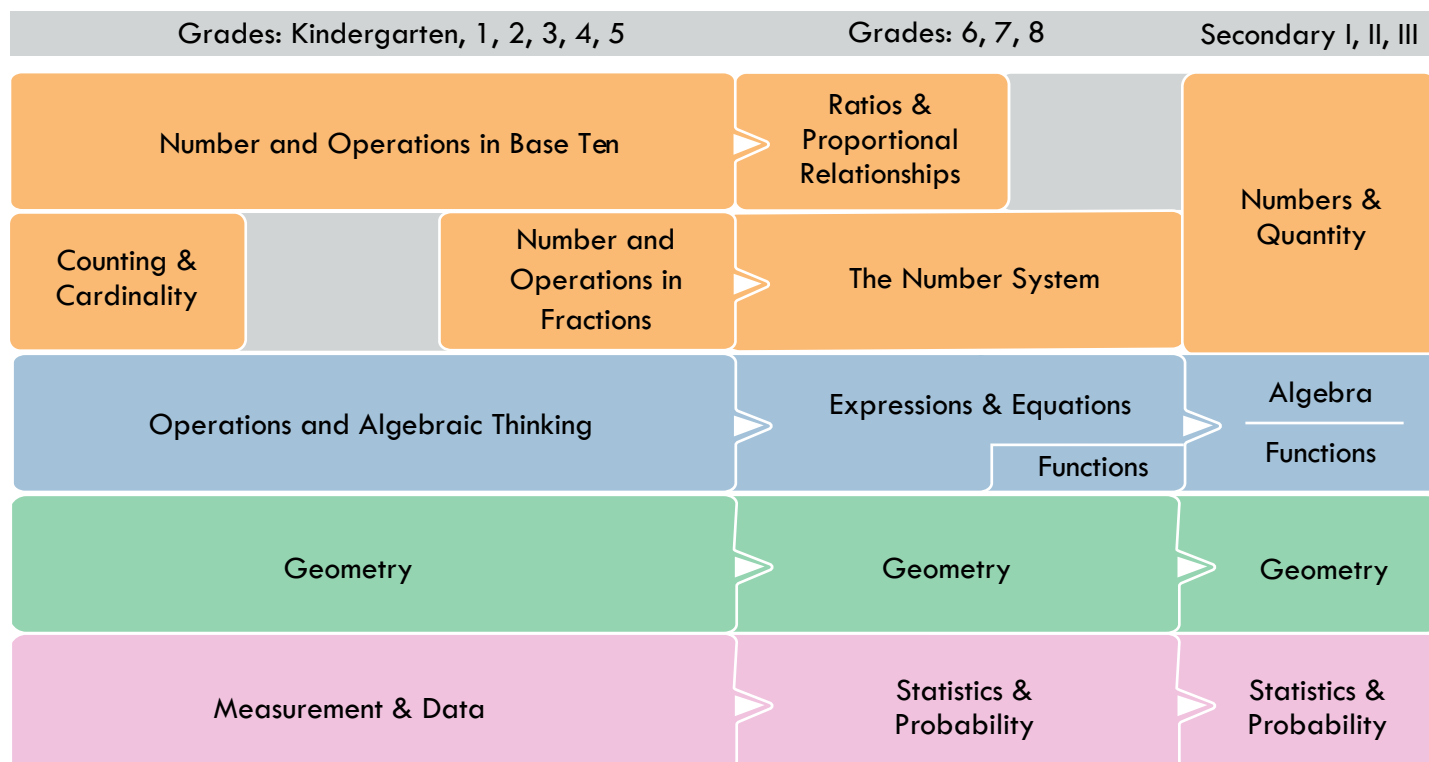
Mathematical understanding and procedural skills are equally important. Both are assessable using mathematical tasks of sufficient richness along with student-centered representations and modeling. The standards provide clear signposts along the way to the goal of college and career readiness for all students.

Standards for Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct arguments and critique reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



Vertical Alignment of Standards Progression



ACADEMIC AREAS

Physical Education

The goal of Physical Education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to a lifelong healthy lifestyle.

Which grades are taught:

- Elementary: Kindergarten-6
- Middle school: Beginning and intermediate team sports
- High school: Participation skills and techniques, fitness for life, and activities

Strand 1

Students will achieve a level of competency in motor skills and movement patterns.

Strand 2

Students will apply knowledge to attain efficient movement and performance.

Strand 3

Students will understand the components necessary to maintain a healthy level of fitness to support physical activity.

Strand 4

Students will develop cooperative skills and positive personal behavior through communication and respect for self and others.

Strand 5

Students will appraise the personal value of physical activity as a tool for wellness, challenges, and interacting with appropriate social skills with friends and family.

ACADEMIC AREAS

Preschool

Through play, relationships, and instruction, preschool education provides children with an opportunity to develop skills and knowledge across all content areas. Through positive preschool experiences, children learn responsibility, persistence, citizenship, communication skills, reasoning, effective questioning, and more. The learning experiences provided in early childhood help children grow into well-rounded learners.

Play and Effective Instruction

Effective teachers design play activities with specific learning goals in mind. They provide individualized intentional and differentiated instruction to facilitate student success.

Whole Child

Each child is complex and has various needs. It is critical that teachers remember the whole child and foster their social, intellectual, emotional, physical, & language development.

Interactions

Guiding children's behavior is done by modeling kindness and respect. Learning opportunities can occur during play and through developmentally appropriate practices.

Curriculum

By implementing an evidence-based curriculum with fidelity, programs are able to provide effective education that will result in positive student outcomes.

Program Development

Effective educators continually expand their knowledge and skills to implement best practices. Programs engage in frequent evaluations to identify student and educator needs.

Family Engagement

Strong partnerships between schools and families, positive relationships, and learning at home. Frequent and consistent interactions should occur in a variety of ways.



New Utah early learning standards were approved by the Board in May 2020. The standards were written to create alignment to kindergarten core standards in all content areas. More information can be found in the Core Standards section of this report.

ACADEMIC AREAS

Science

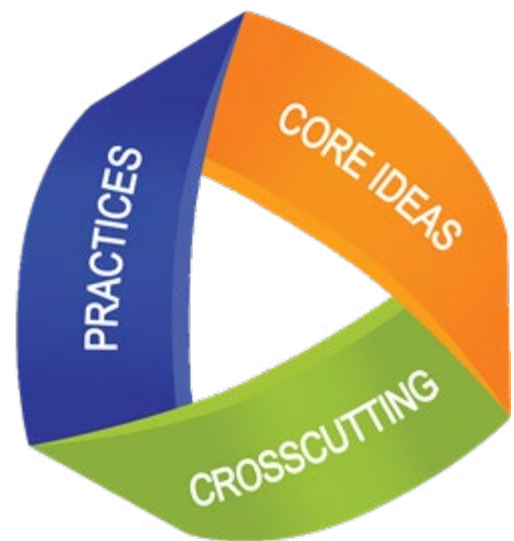
Science Engineering Education (SEEd) Standards

The SEEd Standards help students investigate phenomena and identify & solve real-world problems. To support students' meaningful learning in science and engineering, the science and engineering practices, crosscutting concepts, and disciplinary core ideas are integrated into curriculum, instruction, and assessment.

Science and Engineering Practices (SEPs)

Practices are what students do to actively investigate the natural universe and solve problems in ways similar to scientists and engineers in the field.

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using math and computational thinking
- Constructing an explanation and designing a solution
- Engaging in an argument stemming from evidence
- Obtaining, evaluating, and communicating information



Crosscutting Concepts (CCCs)

Crosscutting concepts are the tools that students use to focus and organize their thinking and reasoning in order to make sense of scientific knowledge.

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter
- Structure and function along with Stability and change

Disciplinary Core Ideas (DCIs)

Disciplinary core ideas are the pieces of science content knowledge that students use to explain phenomena and solve problems. The many different core ideas found in the SEEd Standards fit into the following four content areas:

- Physical Science
- Life Sciences
- Earth and Space Sciences
- Engineering Design

ACADEMIC AREAS

Social Studies

The civic mission of schools and the central purpose of social studies education are one and the same. Both aim to provide the foundation for a rich, meaningful life full of civic engagement and life-long learning.



Content

Students must know about the world and how it works. Content knowledge makes weak readers better readers.



Context

Rich social studies instruction helps students contextualize information using multiple sources.



Community

Social studies is essential practice for community building. The word's origin comes from the Latin 'Socialus' meaning ally, companion, and friend.



Creativity

Inspire creativity as students engage in historical, geographic, and economic analyses, pose solutions to challenging problems, and produce authentic products.



Civility

Students need opportunities to engage in dialogue with one another, practicing skills of civic and respectful discourse.



Complexity

Effective social studies instruction challenges students with complex questions and encourages a depth of rigorous thinking far beyond basic "recall" of information.



Civic Engagement

Classrooms should teach about the rights and responsibilities of being an active, civically-engaged member of the community, and provide ample opportunities for authentic practice.



Corroboration

Social Studies encourages students to examine/verify evidence, an essential skill in the age of viral content. Teaching students about confirmation bias is an essential element in the classroom.

ACADEMIC AREAS

World Languages

The Utah State Board of Education provides high-quality World Language programs in 12 different languages that implement the Utah Core Standards in World Languages and serve the needs of Utah students.

Provide a Language-Rich Environment

Don't Use English as the Default for Checking on Meaning or Understanding

Support Comprehension and Production

Negotiate Meaning with Students and Encourage Negotiation Among Students

Focus on Meaning Before Details

Elicit Talk to Increase Fluency, Accuracy, and Complexity Over Time

Conduct Comprehension Checks

Encourage Self-Expression and Spontaneous Use of Language

Teach Students Strategies for Requesting Clarification and Assistance

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Career and Technical Education (CTE)

Career and technical education provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

*More information on CTE can be found in the
CTE Annual Report toward the end of this report*

CTE CERTIFICATIONS & CREDENTIALS

CTE Skill Certificates

Competency-based student assessments, measured by core standards and competencies needed to be successful in the workforce. Students earning certificates have mastered the content and skills at **80%** proficiency.

Industry Certifications

Credentials of value to employers in Utah. Some are also “right-to-work” credentials and/or state licenses required to gain employment in certain fields. These certifications validate that the student has demonstrated mastery of the most up-to-date skills in a career field. As a subset of industry certifications, Utah continues to implement the Microsoft Imagine Academy with program support from Microsoft and Certiport. Additional third-party (business, trade association, or other industry group) certifications include food handlers permit, nurse assistant (CNA), and emergency medical services among others.



CTE Skill Certifications
earned 2020-2021

64,864

Third-Party certifications
earned 2020-2021

10,752

Career Pathways

Coordinated, non-duplicative sequence of secondary and postsecondary courses that incorporate challenging, state-identified academic standards and address academic and technical knowledge, including employability skills, which are aligned to the needs of industries in the state, region, or local area.

A pathway progresses in content specificity, has multiple entry and exit points that allow for stackable credentialing, and ultimately culminates in the attainment of a recognized postsecondary credential.

CTE concentrators earn credit in at least two concentrator level courses (may include one explorer level course) and CTE completers earn 3.0 credits in a single CTE program of study.

45.6%
2020-2021
SY

Of Secondary
students are CTE
concentrators

16%
2020-2021
SY

Of Secondary
students are CTE
completers

CTE CERTIFICATIONS & CREDENTIALS

Career Pathways

Highest completer rates in the 20-21 SY were in:

- **Food Science Dietetics & Nutrition**
- **Business Information Management**
- **Graphic Design & Communication**
- **Health Science**
- **Broadcasting & Digital Media**
- **Engineering**
- **Plant Science**

For the 2021-2022 school year, there are **35** CTE career pathways aligned and categorized by national career clusters.

Career Clusters

Agriculture, Food & Natural Resources • Architecture & Construction • Arts, Audio/Visual Technology & Communications • Business, Finance & Marketing • Computer Science & Information Technology • Education & Training • Engineering & Technology • Health Science • Hospitality & Tourism • Human Services • Law, Public Safety, Corrections, & Security • Manufacturing • Transportation, Distribution, & Logistics

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Assessment

Serves the public by providing measurable information about Utah students' core knowledge, skills, and abilities; acquired through high-quality, valid, and reliable assessments. It directly supports instruction by generating information at multiple points about how students are learning and about what misunderstandings or misconceptions might be getting in their way. In addition to providing stakeholders access to data necessary for making effective decisions concerning school policies, programs, and curricula, assessments are an essential part of the instructional process.

ASSESSMENT

ACTFL/ AAPPL (53F-2-502)

The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) assessment is administered to students participating in the Dual Immersion program. It is administered in grades 3 through 9 and provides target language proficiency data in speaking, listening, reading, and writing.

Acadience Reading formerly DIBELS (53E-4-307)

A universal screening and progress monitoring assessment used to measure the acquisition of early literacy skills in grades 1 through 3. Designed to regularly monitor the development of early literacy skills and support timely instructional support.

Acadience Mathematics (53E-4-307.5)

A universal screening tool used to measure and monitor the development of mathematics skills for students in grades 1 through 3. The assessments are comprised of measures of early numeracy, computation, and problem-solving skills.

American College Test (ACT) (53E-4-305)

The ACT is administered to all juniors in Utah public schools. The ACT is comprised of reading, English (grammar and usage), mathematics, and science subtests. These tests provide scores that predict the likelihood that students will attain a grade of "C" or better in a college entry-level course and the composite score is used in the accountability system as an indicator of post-secondary readiness.

Civics (53E-4-205)

In order to graduate, students must pass a basic civics test which is created using 50 questions from the United States Citizenship and Immigration Services (USCIS) test. This assessment can be taken in any grade level and as many times as necessary.

Kindergarten (53F-4-205)

Utah's Kindergarten Entry and Exit Profile (KEEP) was created to measure the effectiveness of the Kindergarten Supplemental Enrichment Program but is also widely used by LEAs to inform various stakeholders, such as parents, teachers, and leadership, on the academic performance, including literacy and numeracy, and social-emotional development of kindergarten students.

ASSESSMENT

NAEP (53E-4-302)

The National Assessment of Educational Progress (NAEP), has provided important information about how students are performing academically since 1969. The Nation's Report Card, NAEP, is a congressionally mandated project. NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics not individual students. National results are available for all subjects (reading, mathematics, science, writing, U.S. history, civics, and technology and engineering literacy (TEL)) assessed by NAEP. State results are available for mathematics, reading, and (in some assessment years) science, civics, TEL, and writing.

Pre-Kindergarten (53E-4-314)

Utah's Pre-Kindergarten Entry and Exit Profile (PEEP) is the school readiness assessment administered to students who participate in a High-Quality School Readiness program. The results are used to measure the effectiveness of the pre-kindergarten programs.

RISE (53E-4-303)

The Readiness Improvement Success Empowerment (RISE) assessment is a computer adaptive criterion referenced system that includes summative tests for English language arts (ELA), mathematics, science, and writing. The summative tests are administered to students in the following grades: ELA and mathematics grades 3-8; science grades 4-8; writing grades 5 and 8.

Utah Aspire Plus (53E-4-304)

The Utah Aspire Plus assessment is a hybrid of ACT Aspire and Utah Core test items. It is a computer-delivered, fixed form end-of-grade-level high school assessment for students in grades 9 and 10. Utah Aspire Plus includes four subtests: reading, English, mathematics, and science. Students receive predicted ACT score ranges for each subtest, as well as an overall predicted composite ACT score range. The assessment also provides proficiency scores for end-of-grade-level expectations for 9th and 10th grade students in English language arts, mathematics, and science.

WIDA (ESSA Title III)

The Assessing Comprehension and Communication in English State-to-State (ACCESS) for English learners is the collective name for the World-Class Instructional Design and Assessment's (WIDA) suite of summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten through grade 12 and used to measure acquisition of proficiency in listening, speaking, reading, and writing of the English language.



Compliance & Monitoring

COMPLIANCE & MONITORING

Utah Constitution Article X, Section 3, gives general control and supervision over public education to USBE. The Board's mission includes "providing effective oversight and support."

Subsection 53E-3-401(4) allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

USBE ensures compliance with federal and state laws primarily through program and financial monitoring.

State Program Monitoring

Utah Administrative Code (i.e. Board Rule) R277-114 provides guidelines for public education program monitoring and corrective action for noncompliance with identified: program requirements, program accountability standards, and financial propriety. The Minimum School Program alone has almost 50 categorical sub-programs that were appropriated over \$5.2 billion for fiscal year (FY) 2021.

Federal Program Monitoring

2 CFR 200 Uniform Guidance provides guidelines for program, fiscal, and performance monitoring of federal grants, as well as corrective action. The table below outlines federal grant information; the percentage of funds passed through to subrecipients (e.g., LEAs) highlights the significant responsibility the USBE has for monitoring program accountability.

SFY	# of Grant Programs	Federal Awards Expenditures	Pass-Through Expenditures*	% Pass-Through
2019	36	\$361,781,433	\$340,272,363	94.05%
2018	33	\$492,959,252	\$479,841,970	97.34%
2017	33	\$434,959,943	\$403,263,412	92.71%

Source: Federal Single Audit, Schedule of Expenditures of Federal Awards by State Agency

* Funds passed through to subrecipients (LEAs, Community-Based Organizations)

Due to CARES, the SFY 2020 Single Audit was not available at the time of publication

COMPLIANCE & MONITORING

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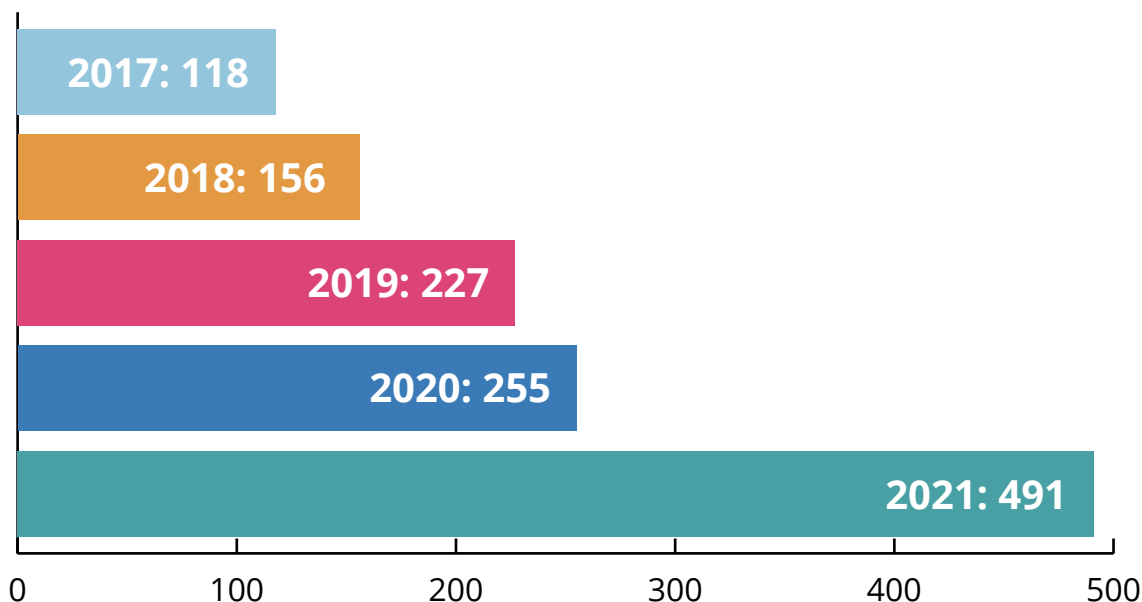
DATA AND METRICS

The data and metrics below measure some of the compliance, monitoring, and auditing function of USBE.



*Due to sponsoring operations using National School Lunch Program, USDA waivers and state monitoring plans additional counts were not able to be performed.

USBE Internal Audit: Concerns Received via the Public Education Hotline by Year



ACHIEVEMENTS

In 2020/2021, Child Nutrition Programs in collaboration with the Department of Workforce Services, partners and Local Education Authorities implemented the Pandemic Electronic Benefit Transfer program as approved by USDA FNS outlined in the state plan. Additional funds were made available to both schools and childcare facilities through the CN Emergency Operational Costs Reimbursement Programs as defined by USDA FNS. Utah also awarded equipment grants to eligible school sites through funds made available through USDA FNS.

“Continue ensuring students have access to meals regardless of mode of education delivery. The federal government extended the Summer Food Service Program and the Seamless Summer Option waivers for the entire 2021-2022 school year meaning schools can provide no cost meals to all children, serve those meals outside of typical meal hours, and allow parents and guardians to pick them up.”

CHALLENGES

Public education is a complex, diverse system that has many traditions, while also leading out in innovative ways. Given the inherent nature of the system, there are many challenges related to accountability. Challenges are addressed by considering risk (i.e., events that may impact the achievement of strategic objectives).

Over recent years, monitoring has shifted to a risk-based initiative. Risks related to accountability include the following:

- The increasing number and diversity of local education agencies
- LEA employee recruitment and retention
- Changes to federal, state, and local regulations and programs
- Changes to education models (non-traditional, blended, online, competency-based)
- Changes to the supply chain (technology , use of educational service providers)
- Development/implementation of policies, procedures, and internal controls
- Heightened scrutiny of the public education system, including governance

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Elementary & Secondary Education Act

COMPLIANCE & MONITORING

ESEA

Utah receives over \$100 million on an annual basis to provide supplemental services and resources for eligible schools and students. The Elementary and Secondary Education Act (ESEA) was originally signed into law by President Lyndon B. Johnson in 1965 to provide Federal funding to assist schools that serve high numbers or high percentages of students from low-income families. Since then, ESEA has been reauthorized by Congress several times. In 2001, ESEA was reauthorized as the No Child Left Behind Act (NCLB). In December 2015, ESEA was reauthorized and signed into law as the Every Student Succeeds Act (ESSA). ESEA as amended by ESSA went into effect beginning with the 2017-2018 school year.

The responsibility for monitoring ESEA programs for Utah resides with the Utah State Board of Education. Both programmatic and fiscal monitoring of ESEA programs is conducted through onsite visits to local education agencies and online processes to ensure all children have a fair, equitable, and significant opportunity to obtain a high-quality education. Monitoring protocols check for compliance with ESEA program requirements and ensure taxpayer dollars are administered and used as intended. Program monitoring not only provides accountability, it also enables the USBE to provide technical assistance and other support toward desired program outcomes for LEAs. Providing opportunities for meaningful parent and family engagement is a key component of Title I and all ESEA programs.

Federal Programs Funded by ESEA

Title I, Part A

Improving Basic Programs Operated by Local Educational Agencies: Title I, Part A provides financial assistance each year to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all students have equitable opportunities to meet challenging state academic standards. Funds are used to provide supplemental educational services and resources to meet the needs of economically and educationally disadvantaged students. Currently, 348 public schools in Utah are the recipients of Title I, Part A funds. Utah received \$87 million to support Title I LEAs and schools in FY22.

Title I, Part C

Migrant Education: The term “migratory child” means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months has migrated, in order to obtain, or accompany such parent or spouse, to obtain, temporary or seasonal employment in agricultural or fishing work. Migrant Education Program (MEP) funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. MEP funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

COMPLIANCE, MONITORING

ESEA

Federal Programs Funded by ESEA

Title I, Part D

Neglected and Delinquent: Title I, Part D provides allocations for State Agency programs designed to serve the needs of students residing in state-funded facilities for neglected or delinquent children and youth where average length of stay exceeds 30 days annually. Title I Part D funds are used in conjunction with Youth in Custody state funds to provide services for students.

Title II, Part A

Improving Teacher Quality State Grants: Funding to increase academic achievement by improving teacher and principal quality by increasing: the number of highly qualified teachers in classrooms, the number of highly qualified principals and assistant principals in schools; and the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement. More detail on this grant is provided in the Educator Supports section of this report.

Title III

Services for English Learners: Supplemental funding to support students who are multilingual learners, immigrant students, and refugee students in acquiring the academic English language skills necessary to meet challenging state academic standards.

Title IV, Part A

Student Support and Academic Enrichment Grant (SSAE): The SSAE program is intended to improve students' academic achievement by increasing the capacity of State education agencies, LEAs, and local communities to provide all students with access to a well-rounded education; support student health and safety; and support the effective use of technology to improve the academic achievement and digital literacy of all students.

Title IV, Part B

21st Century Community Learning Centers (CCLC): The 21st CCLC Program is a competitive federal grant for LEAs and Community or Faith-Based Organizations (CFBOs) to serve students and their families attending schools with poverty levels of 40 percent or higher outside of regular school hours. The program's specific purposes are to provide opportunities for academic enrichment, youth development and prevention services to reinforce and complement the regular academic program. The funding also supports the implementation of family engagement programming around literacy and related educational development.

COMPLIANCE, MONITORING

ESEA

Federal Programs Funded by ESEA

Title V, Part B

Rural Low-Income Schools: Provides supplemental funding to eligible rural LEAs to support services for students from low income families.

Title VI

American Indian Education: Formula grant for school districts who have a high concentration of American Indian/Alaska Native students. Title VI formula grants are awarded from the U. S. Department of Education directly to eligible LEAs.

Title VII, Part B

McKinney-Vento Homeless Education: Funding designated to address the challenges that children and youth who are experiencing homelessness face in enrolling, attending, and succeeding in school.



Special Education



SPECIAL EDUCATION

The Utah State Board of Education Special Education Services section provides leadership and support for educators, parents, and students with disabilities receiving special education and related services throughout Utah public schools and communities, in an effort to improve educational outcomes. Part of its duties involve Part B of the Individuals with Disabilities Act (IDEA) which is assistance for education of all children with disabilities. To be eligible to receive funding under IDEA, states must assure a wide range of procedures and processes are in place including that the state monitors and enforces the requirements of IDEA.

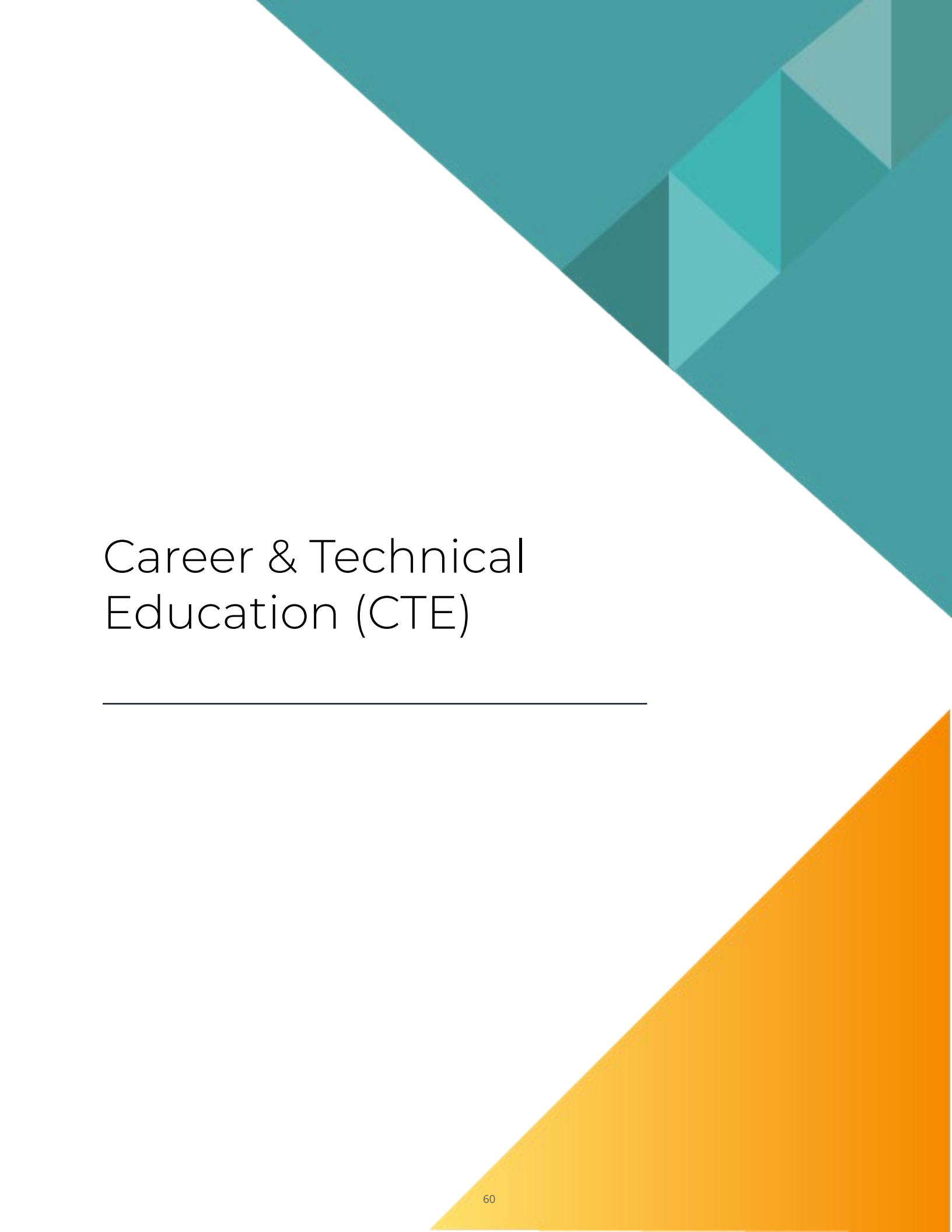
USBE Staff is Required to

- Monitor the implementation of the IDEA and R277-750, Education Programs for Students with Disabilities
- Evaluate the standards and guidelines that establish the identifying criteria for disability classifications to assure strict compliance with those standards by LEAs
- Make determinations annually about the performance of each LEA using the categories in §300.603(b)(1)
- Enforce implementation of the IDEA and these Rules using appropriate enforcement mechanisms as identified in federal law
- Report annually on the performance of the State and of each LEA and Utah Schools for the Deaf and the Blind (USDB) under the IDEA.
 - USBE will report annually to the public on the performance of each LEA and USDB located in the State on the targets in the State's performance plan.
 - USBE will make each of the following items available through public means including the State's performance plan, annual performance reports, and the State's annual reports on the performance of each LEA located in the State. In doing so, the State must, at a minimum, post the plan and reports on the SEA's website, and distribute them to the media and through public agencies.

The State must ensure that when it identifies noncompliance with the requirements of this part by LEAs, the noncompliance is corrected as soon as possible, and no later than one year after the State's identification of the noncompliance.

The primary focus of the State's monitoring:

1. Improve educational results and outcomes for students with disabilities.
2. Ensure public agencies meet program requirements under IDEA, with emphasis on requirements that relate to educational results for students with disabilities.

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Career & Technical Education (CTE)

CAREER & TECHNICAL EDUCATION

The Carl D. Perkins Career and Technical Education Federal Education Act is dedicated to increasing learner access to high-quality Career and Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers. While career and technical education in Utah is detailed above, the Utah Perkins Grant is managed by the Utah State Board of Education. Perkins funds support subawards to LEAs, institutions of higher education, and technical colleges, statewide professional development, and administrative and monitoring costs at the State Board.

Strengthening Career & Technical Education for the 21st Century Act - Perkins V

Utah's Perkins V State Plan and our State Methods of Administering Civil Rights Plan were both accepted and approved by the Office of Career, Technical, and Adult Education (OCTAE) this year. Utah transitioned from Perkins IV to Perkins V during the 2019-2020 school year. Perkins V brings a focus on systems alignment and program improvement. Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers. The major changes spurred by Perkins V include regional consortia Perkins applications and joint work. The completion of a comprehensive local needs assessment from each applicant has helped to drive their work. In addition, Perkins V bolsters the alignment of programs between USBE and USHE and provides an added focus on equity. We expect the performance achievement levels to change initially due to strengthening of the concentrator and completer definitions.

UTAH PERKINS GRANT AWARD

FY 2022

\$16.1 Million
Award Amount

\$2.4 Million
Supports staff and program
functions at the USBE, institutions of
higher education, and technical
colleges

Only approved CTE programs can receive state or federal CTE funding. State Board rules, along with federal Perkins and Every Student Succeeds Act regulations, require a high level of accountability for CTE programs.

CAREER & TECHNICAL EDUCATION

Annual Membership Reporting

- Teacher qualifications
- Teacher/course/membership reporting
- State review and approval
- Onsite membership monitoring

Annual Self Evaluation

- Entered by teacher online
- Summary report to USBE /CTE directors
- Used to develop inservice, technical assistance, goal setting, and program improvement

Onsite Evaluation

- Four-year cycle
- CTE Director evaluation
- State specialist onsite evaluation
- Feedback/improvement: Summary report; Improvement plan to address needs; Continuous improvement and follow-up

Student Performance on Four Core Indicators (CTE Concentrators)

- Academic and skill achievement
- Completion
- Placement in postsecondary education or advanced service, military service, a service program, the Peace Corps or employment
- Training for nontraditional careers
- Evaluation and performance improvements that are data-driven, using targets, performance results, performance gaps, and continuous improvement plans

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Child Nutrition Programs

CHILD NUTRITION PROGRAMS

Child Nutrition Programs (CNP) at USBE help to ensure the children of Utah have adequate access to safe and nutritious foods. Meeting this basic need is essential to their establishment of a healthy eating pattern and development of a strong foundation for academic achievement.

Child Nutrition Programs administers 14 federal food programs and sub programs, which are appropriated under United States Department of Agriculture (USDA) and administered by Food and Nutrition Service (FNS). The federal food programs are primarily designed to ensure sponsors have the necessary knowledge and resources to enable them to provide children, chronically disabled adults, and eligible households access to safe and healthy foods. Child Nutrition Programs also oversee two initiatives: Farm to Fork and Healthier Child and Adult Care Food Program (CACFP).

School Nutrition Programs

- Afterschool Snack Program
- Food Distribution Programs
- Fresh Fruit and Vegetable Program
- National School Breakfast Program
- National School Lunch Program
- Seamless Summer Option
- Special Milk Program
- The Emergency Food Assistance Program

Community Programs

- Adult Day Care Centers
- At-risk Afterschool Meal Programs
- Child and Adult Care Food Program
- Child Care Centers, Head Starts, and Emergency Shelters
- Family Day Care Homes Program
- Summer Food Service Program

As the administering agency the USBE is charged with the proper oversight and stewardship of these programs.

CNP section core objectives are:

1. Increase access to nutritious meals for Utah children through program expansion, with an emphasis to create healthy and safe environments.

CHILD NUTRITION PROGRAMS

CNP section core objectives

2. Foster a workplace of transparent leadership that will recruit quality individuals, recognize and reward exceptional performance, provide ongoing opportunities for professional development and advancement, with the end goal of high employee morale, job satisfaction, and worker retention.
3. Protect the integrity of the programs we offer through effective and efficient monitoring.
4. Support the mission of our program sponsors by providing excellent customer service, useful resources, and quality professional development and training opportunities.
5. Make the most of our resources through responsible fiscal management, streamlining administrative processes, creating efficient workflows, and ensuring time and resources spent advance agency and program objectives.
6. Share timely and accurate information about program operation to our governing bodies, stakeholders, and partners.

The staff administering the program consist of

- A Director
- Three Coordinators
- Financial Analyst
- Three Senior Specialists
- 15 Specialists
- Business Analyst
- Contract / Grant Analyst
- Administrative Secretary
- An Office Specialist
- Data Analyst



Grants Compliance



GRANTS COMPLIANCE

The State Board is responsible for ensuring that staff administer grants in a controlled, compliant, and effective manner. Additionally, USBE is responsible for ensuring that LEAs receiving grant funds through the State Board are compliant with all necessary statutes, regulations, and rules. Achieving compliance in grants administration requires a systematic, coordinated, risk-based monitoring approach. The State Board Grants Compliance Officer along with grants management staff work with all sections at the Board to create a more comprehensive and consistent grants compliance function.

Grants Management System

2CFR 200.331(b) states that a pass-through entity must: Evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring. A more standardized and transparent risk assessment process has been incorporated into Utah Grants, the State Board's grant management system which is discussed in the Finance section of this report. This process allows USBE to identify whether subrecipients are high, medium, or low risk. Risk is assessed on each federal program and also incorporates LEA (enterprise wide) risk factors in the overall determination of risk. Once risk levels have been determined, USBE grant managers create a monitoring plan that prioritizes high risk subrecipients. The risk level will determine both the level subrecipients are monitored (onsite visit, desk review, reimbursement request review, etc.) and the frequency of the monitoring activities (quarterly, annually, etc.).

In accordance with 2 CFR 200.521 the State Board reviews all LEA Single Audits and tracks corrective action taken to address any findings. Additionally, the State Board reviews non-LEA Single Audits, financial audits, agreed upon procedures, etc., on a sample basis. Audit related findings will impact a subrecipient's overall level of risk and will be incorporated into the risk assessment process.

Utah Grants allows grant program managers to set up monitoring engagements, enter findings, and track corrective actions as well as view what findings have been reported by other program managers.

Utah State Board of Education Staff Training

The Utah State Board of Education serves as a pass-through entity for many federally funded education grant programs. Federal programs are governed by Federal programmatic and administrative statutes, as well as by Federal regulations. In terms of Federal program monitoring, 2 CFR 200 Uniform Guidance provides guidelines for program, fiscal, and performance monitoring of federal grants, as well as corrective action. In order for the State Board to comply with these requirements, staff must have a sound understanding of federal regulations, especially those included in the Education Department General Administrative Regulations (EDGAR), and applicable state statutes, regulations, and rules. To this end the State Board's Grants Compliance Officer conducts a monthly EDGAR Book Club training series open to all State Board staff covering federal uniform guidance and relevant sections of state statute and Board rules. Grants compliance training is also made available to departments and programs as requested.

GRANTS COMPLIANCE

Technical Assistance

The Grants Compliance Officer provides technical assistance to USB E staff. Technical assistance includes, but is not limited to:

- Review of formula driven federal grant allocations to LEAs
- Providing staff with guidance based on appropriate rules and regulations when questions arise
- Attendance at onsite LEA monitoring exit meetings as requested
- Assisting USB E staff that are being monitored by federal, or other state agency monitors as requested
- Attending section staff meetings to help with drafting program monitoring plans, risk assessments, etc.
- Identifying/developing necessary and appropriate controls within the Utah Grants Management System
- Helping to develop strong internal policies and procedures related to the grants management life-cycle
- Working with Financial Operations staff to review website content to ensure guidance provided is current and consistent
- Participating in the review of Board rules pertaining to grants management, monitoring, and corrective action as requested
- Ensuring federal grants are reported appropriately to the Governor's Office of Management and Budget



Educator Effectiveness



EDUCATOR EFFECTIVENESS

Educator effectiveness at the State Board creates a system for continuous growth that aligns to the Board's Strategic Plan. The essential characteristics of this system include accountability, transparency, feedback, and flexibility. We ensure the quality of this system through effective professional learning and personalized support. Educator effectiveness includes educator preparation, educator licensing, effective teaching and leadership standards, professional learning, the Utah Professional Practices Advisory Committee (UPPAC), and the public education exit survey.

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DATA AND METRICS

Educator Licenses, SY 2020-2021

4,245

Professional

2019

Associate

1,599

LEA Specific

Utah Educators Holding a Professional Educator License

89.6%

2018-2019
SY

92.9%

2020-2021
SY

95%

Target
2019-2020
SY

100%

2019-2020
SY

Background check
response and notification
of local education agency
within 72 hours

100%

2020-2021
SY

92.9%

Professional
License

3.4%

Associate
License

2.1%

LEA Specific
License

1.7%

Unlicensed

EDUCATOR LICENSES

The following designations or levels apply to educator licenses:

Professional: The educator has completed an educator preparation program that includes content and pedagogical knowledge. This program may have been completed at a university or in an alternate pathway that was supported by school districts/charters and the Utah State Board of Education.

Associate: The educator is currently completing an educator preparation program, but has not yet completed all requirements for a Professional Educator License, license area, or endorsement. The educator is enrolled in a university-based or Local Education Agency (LEA)-based program. Wh

LEA-Specific: The educator has not completed an educator preparation and is not currently enrolled in one.

ACHIEVEMENTS

- The Alternate Route to Licensure (ARL) completed its second to last year of implementation with 346 educators earning a Professional Educator License. The new alternative licensure program, Alternate Pathway to Professional Educator License (APPEL) program, has completed its first full year. There are 54 approved APPEL programs hosted by Utah LEAs or private schools. The APPEL programs recommended 156 educators for Professional Educator Licenses through an entirely competency-based pathway.
- Competency-based requirements were established for each of the 78 content endorsements. Each of the defined competencies has multiple options for educators to demonstrate their knowledge, skills, and dispositions. In some endorsements, there are as many as five established ways to demonstrate a single competency.

CHALLENGES

The field is actively adjusting practices and requirements to align with the new competency-based licensure system. This is requiring innovation for LEAs, universities, APPEL programs, and educators. The dramatic difference in this new licensing structure and system, away from static tasks to be completed to competencies to be demonstrated, compels extensive support from the educator licensing team and content specialists. While the reception from the field is enthusiastic, the modifications of processes and procedures have brought many questions. Content specialists are actively creating many new microcredentials to support the field with concrete measurement of competency; however, most of these microcredentials are not yet in full implementation.



Educator Preparation

EDUCATOR PREPARATION

The State Board is responsible for establishing standards for the approval of educator preparation programs (53E-6-302). These standards are contained in Utah Administrative Rules R277-504, R277-505, and R277-506. They are designed to ensure that individuals successfully completing approved programs have gained and demonstrated the skills and knowledge necessary to be effective educators in Utah schools (see section on Effective Teaching and Leadership Standards).

University-based educator preparation programs are periodically reviewed by State Board staff to ensure they meet or exceed the established standards. Utah currently has nine approved university-based programs.

Professional Pathways

The new educator licensing structure and preparation system went into effect July 1, 2020. The modification in educator preparation, as established by the State Board (R277-303 & R277-304), provide for LEA based general teacher preparation programs and USBE-sponsored special educator preparation programs in addition to state approved university-based programs. While the addition of 54 competency-based educator preparation programs has greatly reduced barriers to professional educator licensure, there is still a greater need for teachers and other educators than our programs can shoulder. The newly updated Board rules (R277-301) allow for any educator who is enrolled in a regionally accredited university-based program, even in another state/ jurisdiction, to qualify for an Associate Educator License; upon completion of their program, the educator may qualify for a Professional Educator License. This broadens the options available for educators who may complete online programs.



Educator Licensing



EDUCATOR LICENSING

The State Board is responsible for enforcing and determining the proper qualifications and licensing of teachers and education personnel. The State Board shall establish rules and minimum standards governing the qualification and certification of educators and ancillary personnel who provide direct student services; required school administrative and supervisory services; and the evaluation of instructional personnel (53E-3-501). As identified in statute the Board may, by rule, rank, endorse, or otherwise classify licenses and establish the criteria for obtaining, retaining, and reinstating licenses.

Educator licensing handles all procedures and mechanisms utilized in the issuance of new Utah educator licenses, adding new credentials to existing licenses, and the renewal of Utah educator licenses. Additionally, the section implements background checks as required by Utah law. Educator licensing monitors local education agency compliance with licensing rules and provides data to the School Finance section of the Utah State Board of Education for the appropriate distribution of various legislative funding sources (Professional Staff Costs, Legislative Salary Adjustment, Supplies and Materials Funding).

License Areas of Concentration

Designate what grade level(s) you are qualified to teach in Utah.

Endorsement

Endorsement means a designation on a license area of concentration earned through demonstrating required competencies established and maintained by the Superintendent that qualifies the individual to provide instruction in a specific content area; or apply a specific set of skills in an education setting.

General Categories of Endorsements

- | | | |
|---------------------------------|-------------------------|---------------------|
| • Adult education | • English/language arts | • Reading |
| • American sign language (ASL) | • Fine arts | • Science |
| • CTE | • Gifted and talented | • STEM |
| • Driver education | • Health education | • Social studies |
| • Dual language immersion | • Library media | • Special education |
| • Educational technology | • Mathematics | • Speech pathology |
| • English second language (ESL) | • Physical education | • World languages |

EDUCATOR LICENSING

Educator Licenses, 2020-2021

Below are the total number of educator licenses and license areas processed between 7/1/2020 and 6/30/2021. The new license structure went into effect July 1, 2020. All of the licenses were awarded as part of this new structure.

Equivalent License Type	Professional		Associate	LEA Specific	Total
License Area	University Preparation	Other Preparation*	-	LEA-Specific	FY 2020-2021
CTE	1	4	15	34	54
Early Childhood Education	121	4	-	26	151
Elementary Education	1679	48	164	562	2453
Secondary Education	1165	91	336	1010	2602
Deaf Education	5	2	-	1	8
School Counselor K-12	110	-	-	49	159
School Psychologist K-12	42	-	-	38	80
School Social Worker K-12	57	-	-	42	99
School Leadership	338	2	-	18	358
Communication Disorders K-12	1	-	-	-	1
Audiologist/Comms Disorder K-12	2	-	-	-	2
Special Education K-12	648	8	100	279	1035
Speech-Language Technician	-	-	-	15	15
Preschool Special Education (Birth-5)	49	1	-	22	72
Speech Language Pathologist	104	1	-	37	142
Annual Total	4321	161	615	2133	7230

*Other preparation includes alternative preparation, demonstrated competency, and foreign credentials

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Effective Teaching & Leadership Standards

EFFECTIVE TEACHING & LEADERSHIP STANDARDS

The Effective Teaching Standards articulate what effective teaching and learning look like in the Utah public education system. The standards align with the teaching skills needed to successfully teach the Utah Core Standards. The standards provide a resource for educators throughout the state of Utah to analyze and prioritize expectations for high quality instruction. Teacher preparation programs, licensure, teacher induction and evaluation, and professional learning are required to align with these standards.

These standards are currently being revised, with an anticipated completion of 2023?

Strand 1: The Learner and Learning

Effective teachers understand that learning and developmental patterns vary among individuals, and that learners need supportive and safe learning environments to thrive.

Strand 2: Instructional Practice

Effective teachers have a deep and flexible understanding of their content areas and, in their instructional practice, understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Strand 3: Professional Responsibility

Effective teachers create and support safe, productive learning environments that result in learners achieving at the highest levels by engaging in meaningful intensive professional learning and adhering to the highest levels of professional and ethical conduct.

Standards for Educational Leadership

The Standards for Educational Leadership are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes for all students. The standards are designed to ensure that educational leaders are ready to effectively meet the challenges and opportunities of their positions as educational leaders.

Strand 1: Visionary Leadership

Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being.

EFFECTIVE TEACHING & LEADERSHIP STANDARDS

Standards for Educational Leadership

Strand 2: Teaching and Learning

Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Strand 3: Management for Learning

Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students.

Strand 4: Community Engagement

Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.

Strand 5: Ethical Leadership

Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.

Strand 6: School Improvement

Effective educational leaders act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.

Strand 7: Equity and Cultural Responsiveness

Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being.



Professional Learning



PROFESSIONAL LEARNING

Professional learning is crucial to supporting educators and is interwoven throughout the work being done at the Utah State Board of Education. U.C.A. 53G-11-303 defines high quality professional learning as meeting the following standards:

Learning Communities

Professional learning occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal attainment.

Leadership

Professional learning requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources

Professional learning requires prioritizing, monitoring, and coordinating resources for educator learning.

Data

Professional learning uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs

Professional learning integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation

Professional learning applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes

Professional learning aligns its outcomes with:

- Performance standards for teachers and school administrators as described in rules of the State Board of Education.
- Performance standards for students as described in the core curriculum standards adopted by the State Board.

Technology

Professional learning incorporates the use of technology in the design, implementation, and evaluation of high-quality professional learning practices and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.

PROFESSIONAL LEARNING

Massively Integrated Data Analytics System

MIDAS

MIDAS was built by the Utah State Board of Education with the single goal in mind of helping local education agencies provide a simpler, more cost effective way to collect and track professional learning activities for educators.

Performance Measures on Professional Learning

These include professional learning as part of career and technical education, professional learning for dual immersion educators, and educators participating in trauma-informed practices training. These measures are detailed in other sections of the report.

Additional Professional Learning Activities

- Child Nutrition Programs
- Informal Science Education Enhancement
- Professional Outreach Programs in the Schools
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- American Indian and Alaska Native state programs
- Special Education and Student Support
- Early Literacy Program

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Utah Professional Practices Advisory Commission

UPPAC

The Utah Professional Practices Advisory Commission (**UPPAC**) is a committee of nine educators and two community members charged with maintaining and promoting a high standard of professional conduct and ethics among Utah teachers. It is advisory to the Utah State Board of Education in making recommendations regarding educator licensing and disciplinary action for educator misconduct. The Commission meets at least quarterly and at the call of the chair or of a majority of the members. The Board is authorized to make rules establishing UPPAC duties and procedures (53E-6-506).

Administrative Rules

R277-210:

Utah Professional Practices Advisory Commission (UPPAC), Definitions

R277-211:

UPPAC, Rules of Procedure: Notification to Educators, Complaints, and Final Disciplinary Actions

R277-212:

UPPAC Hearing Procedures and Reports

R277-213:

Request for Licensure Reinstatement and Reinstatement Procedures

R277-214:

UPPAC Criminal Background Review

R277-215:

UPPAC, Disciplinary Rebuttable Presumptions

R277-216:

Surrender of License with UPPAC Investigation Pending

R277-217:

Educator Standards and LEA Reporting

For the 2019-2020 school year, UPPAC opened **89 cases** to investigate alleged educator misconduct. UPPAC investigations resulted in:

- 9 permanent revocations
- 21 suspensions
- 23 reprimands
- 3 license flags
- 1 license surrender
- 18 dismissals
- 57 disciplinary letters

UPPAC's expedited hearing process resulted in **28** disciplinary letters.

The slide features a white background with large, abstract geometric shapes in teal and orange. The teal shapes, consisting of various triangles and polygons, are located in the top right and middle right areas. A large orange triangle is positioned in the bottom right corner.

Educator Engagement & Exit Survey

EDUCATOR ENGAGEMENT & EXIT SURVEY

In the 2019 General Session, the Legislature passed House Bill 130, Public Education Exit Survey, which enacted provisions related to exit surveys for licensed public education employees to help the state gather data on why teachers quit. Consequently, the Board adopted R277-325, Public Education Exit and Engagement Survey along with developing a model survey. The 2020-2021 school year marks the second administration of the exit survey. The engagement survey will be administered again during the 2021-2022 school year.

2020-2021 School Year Survey

The Utah State Board of Education received exit survey data from 748 educators in 78 LEAs. In general, Utah educators seem satisfied with the quality and safety of their work environment, collaborative opportunities within their schools, and perceptions of school leadership. However, small decreases in the percentage of favorable responses in each of these categories can be seen in the 2020-2021 data as compared to the 2019-2020 data. Among those who leave their positions to transfer to another school, location of the new position and family relocation seem to be the major influences in that decision. Contrary to 2020-2021, retirement was not the primary influencer for those leaving the profession. Rather, emotional exhaustion/stress/burnout rose to the top as the leading reason for teachers leaving the profession. The survey responses help the State Board and legislators better understand the experiences of educators in Utah.

The full report on the educator exit survey is currently being drafted.

Influential Reasons for Leaving the Teaching Profession

The top contributors to educators leaving the profession were emotional exhaustion/stress/burnout (44.1%), family care (41.2%), to raise children (37%), and retirement (36.4%). These percentages represent the percentage of respondents indicating that the reason was either extremely or very influential to their decision to leave the profession. Figure 2 shows a detailed breakdown of percent responses in each of 13 categories provided in the survey.

Emotional Exhaustion / Stress / Burnout

31.4%

Transferring
to New
School

44.1%

Educators
Leaving
Profession

Retirement

36.4%

Educators
Leaving
Profession



Finance

FINANCE

The state board establishes rules and minimum standards for public schools including rules and minimum standards governing:

- School productivity and cost effectiveness measures
- Federal programs
- School budget formats
- Financial, statistical, and student accounting requirements
- State reimbursed bus routes
- Bus safety and operational requirements
- Other transportation needs

State Board Determination

1. If the minimum standards have been met
2. If required reports are properly submitted (53E-3-501)

State Board Responsibilities

Verifying audits of financial and student accounting records of school districts for purposes of determining the allocation of Uniform School Fund money (53E-3-603).

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DATA AND METRICS

Percentage of Funds Passed to Subrecipients

97.3%2018
SY**94.0%**2019
SY**95.6%**2020
SY

Grants Processed in Utah Grants

6,6092019
FY**3,030**State and
Federal Grants**3,579**MSP
Grants**7,804**2021
FY**3,030**State and
Federal Grants**3,540**MSP
Grants

FINANCE

Finance

Finance at the Utah State Board of Education establishes processes and systems which support Utah public school children and our stakeholders by applying best practices with constant attention to timeliness, completeness and accuracy. We provide support, direction, distribution and accountability of financial, construction, and pupil transportation resources. The Board administers, implements, and oversees state and federal funding and other programs; ascertaining that public school funds are employed properly.

Finances play an integral role in support of public education in Utah. Each school district and charter school accounting must comply with **Generally Accepted Accounting Principles (GAAP)**, established by the Governmental Accounting Standards Board (GASB). The accounting methods must be capable of producing financial reports that conform with GAAP and the legal requirements of Utah.

MSP

The Minimum School Program (MSP) is the primary funding source for school districts and charter schools in Utah. The FY 2021 total appropriated budget is \$4,963,976,600 including state and local dollars. The state MSP funds represent approximately 77% of total MSP revenues and include 23% of local revenue. The funds are used to support 1,113 traditional, alternative, special education and charter schools for approximately 666,609 Utah students. The State Board distributes MSP funds in the monthly allotment memo and according to formulas provided by state law and State Board rules.

Grants Management

The Board manages grants using an electronic grants management system called Utah Grants that manages the entire grant life cycle including grant applications, budgeting, awards, revisions, reimbursement requests, progress reports and monitoring. All USBE grants (MSP, formula, and competitive) are processed through Utah Grants.

General Program Life Cycle



FINANCE

Key Differences Among Grant Pathways

Minimum School Program (MSP)

- Do not require the LEA to complete an application
- Allocation amounts are uploaded by USBE's Financial Operations
- No action required on the part of the LEA

Formula

- Requires LEAs to complete an application with detailed budget or waive funding
- Allocation amounts are uploaded by USBE's Financial Operations
- Applications are generated based on eligibility and allocation methodology

Competitive

- Announcements are published for competitive grants in Utah Grants
- The LEA has the option to apply if interested

FINANCE

Pupil Transportation

The state's fleet of **3,305** School Buses provides safe and environmentally friendly transportation to **184,007** children every day.

At the State Board, pupil transportation is partly under the authority of Title 41 of the Utah Code (Department of Transportation). This statute, 41-6-115, states "the Department of Transportation by and with the advice of the State Board of Education and the Department of Public Safety shall adopt and enforce regulations not inconsistent with this chapter to govern the design and operation of all school buses when owned and operated by any school district or privately owned and operated under contract with any school district, or privately owned for use by a private school in this state, and such regulations shall by reference be made a part of any such contract with a school district or private school. Every school district, or private school, its officers and employees, and every person employed under contract by a school district shall be subject to said regulations." Regulations contained herein are applicable to public schools and all operations under the jurisdiction of the State Board of Education. In addition, 53E-3-501 tasks the Board with establishing rules and minimum standards governing state reimbursed bus routes; bus safety and operational requirements; and other transportation needs.

USBE provides LEAs with best practices, trainings, requirements, and resources relevant to pupil transportation. The Utah Pupil Transportation Advisory Committee comprised of LEA superintendents, business administrators, and transportation directors provides council on and discusses transportation issues faced by Utah students.

Several districts have removed ineligible students from their routes in order to consolidate routes also in an attempt to combat the driver shortage. Districts are having to do double and some triple runs where the driver is picking up students early in order to deliver another routes/s to school prior to the start of school. Some parents are driving their students rather than having their students dropped off an hour early to school or dropped off an hour late.

Pupil Transportation Reports from LEAs

Schedule A1: *Identifies school bus routes that qualify for state supported transportation.*

- Submitted by school districts and recipients of the rural transportation reimbursement grant annually November 1.
- Projects annual miles and minutes associated with to/from school transportation routes.
- Used in preparing legislative funding estimates for state supported pupil transportation.

FINANCE

Pupil Transportation

Form C: End of fiscal year report. Records total transportation miles separate from to/from school transportation reported on the A1 report.

- Submitted by school districts and recipients of the rural transportation reimbursement grant annually on July 15.
- Includes miles from: activity, field trip, repair, training, summer program and other programs.
- Provides calculations to verify accuracy of A1 report.

Form D: End of fiscal year report. Records total transportation minutes separate from to/from school transportation reported on the A1 report

- Submitted by school districts and recipients of the rural transportation reimbursement grant annually on July 15.
- Includes minutes from: activity, field trip, miscellaneous, other program, driver instruction, supervision, administrative, bus shop staff and other support staff.

Fleet Statistics Form F: End of fiscal year report. Records school bus total miles traveled, inventory and bus statistics.

- Submitted by LEAs providing transportation annually on July 15.

Driver Credentials Report Form E: Reports school bus driver information.

- Submitted by LEAs providing transportation annually on December 15.
- Provides verification of required instruction and certifications.

Statewide Transportation Waivers

Due to COVID-19, on March 19, 2020, the Board approved a statewide waiver of transportation requirements through June 30, 2020 in R277-600, which requires an LEA to record and submit all student transportation costs, including miles and minutes. To further support the continuity of transportation funding, the Board is seeking a legislative waiver for FY 2022 transportation funding to be based on FY 2020 miles and minutes (pre-COVID-19).

FINANCE

Pupil Transportation

Pupil Transportation Funded by the Legislature

To and From School - Pupil Transportation

FY 2021 \$110,605,400 appropriated

Funding Eligibility (53F-2-403):

For Students:

- A student enrolled in grades K-6 and lives at least 1 1/2 miles from school;
- A student enrolled in grades 7-12 and lives at least 2 miles from school; and
- A student enrolled in a special program for trainable, motor, multiple-disability, severe disabilities, etc. without reference to distance from school.

Additional Eligibility:

- Funding is distributed based on bus routes approved by USBE.
- Charter schools are not eligible to receive this transportation funding. (53F-2-702(5))

Rural School Reimbursement

FY 2021 \$500,000 Ongoing

- Provides funding to a school district or charter school located in a county of the fourth, fifth, or sixth class. An LEA in qualifying counties must also have at least **65%** of students qualify for free or reduced price lunch and have a history of providing pupil transportation services for at least 5 years.
- Funding is restricted to transporting a student to or from an eligible school for the regular school day.
- LEAs may submit for the reimbursement annually.
- This is the first program approved by the Legislature where a charter school may receive funding for pupil transportation.

FINANCE

Pupil Transportation

Pupil Transportation Funded by the Legislature

Rural Transportation Grants

FY 2021 \$1,000,000 Ongoing

- Grant program that provides funding to a school district or charter school located in a county of the fourth, fifth, or sixth class and provides matching funds in an amount equal to the grant.
- Funding is to help fund student transportation to and from school for those students who are not eligible for funding under the To and From School Transportation program; transportation for students to and from student activities and field trips; or replacement of school buses

Purchasing and Contracts

USB E Purchasing and Contracts (USB EPC) became an educational procurement unit in 2017. USB EPC has created policies and procedures, forms and support systems to ensure compliance with the Utah Procurement Code (Utah Code §63G-6a) and associated Administrative Rules (Administrative Code R33 and R277-122).

In addition, USB E has implemented the procurement module of FINET, the state's financial system. USB E is the first state entity to do so. This has required an implementation plan with the vendor and coordination with State Finance and State Purchasing. The implementation allowed USB E to configure the implementation to USB E's processes.

The purchasing team has trained USB E staff on the new system and are using the new module exclusively. The new module is providing additional transparency and support for the internal stakeholders.

USB E Purchasing and Contracts manages the procurement function for the Utah State Board of Education, including solicitations and contracts that benefit LEAs such as the statewide assessment, Early Intervention Reading software, UPSTART, etc.



Policy

POLICY

Policy at the State Board includes writing Utah State Board of Education policy and administrative rules; legislative relations; responding to public records requests under Government Records Access and Management Act (GRAMA); providing assistance to the office and local education agencies on legal issues, including fee waivers, training and guidance; and assisting the public with questions about education law and grievances with the state's public education system.

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DATA AND METRICS

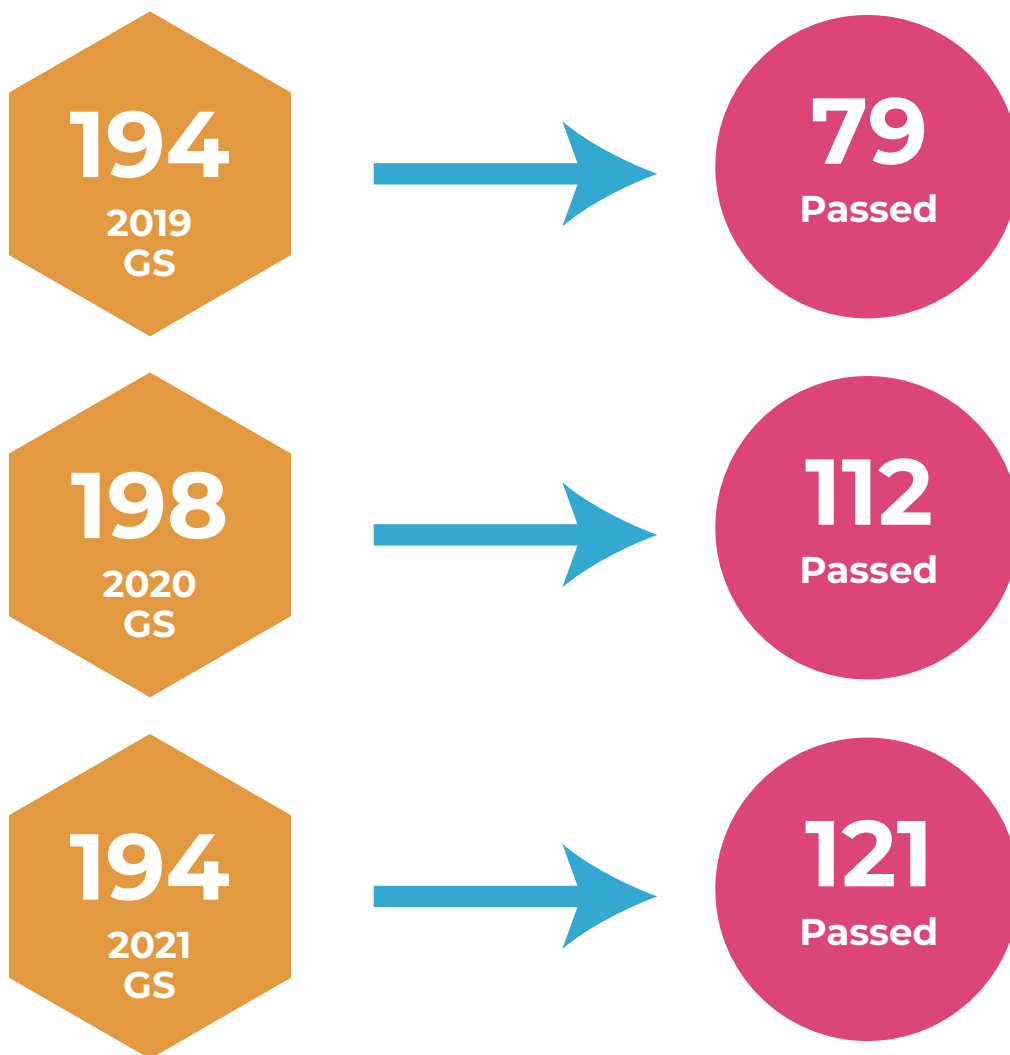
Education Administrative Rules

New, Amended, & Continued Rules



Education Bills Introduced and Passed

By Legislative Session



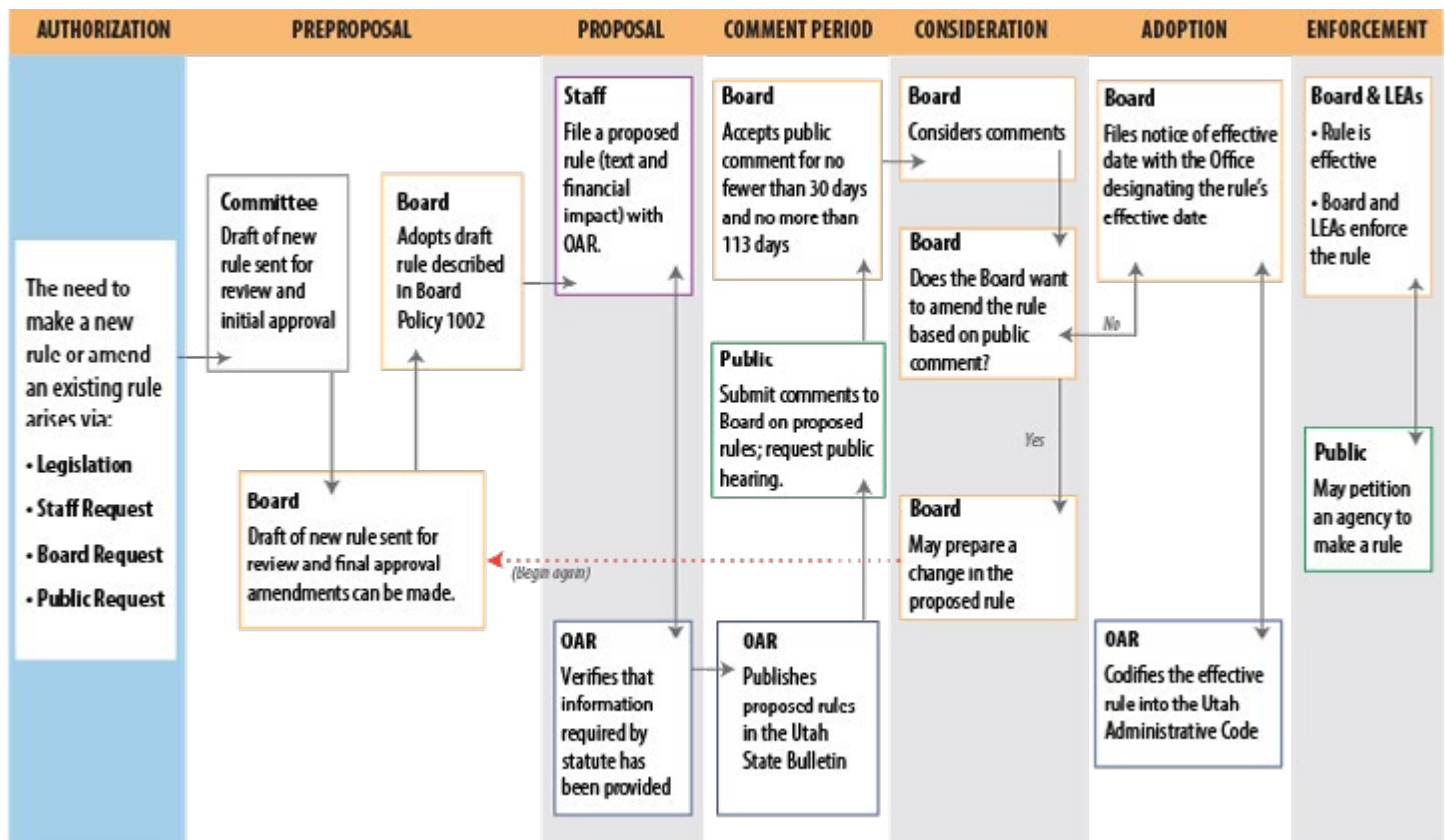


Administrative Rules



ADMINISTRATIVE RULES

The Utah State Board of Education is tasked by the legislature to make administrative rules regarding various topics within education. These rules have the effect of law and govern many areas that impact all levels of the education community. On the Board's Administrative Rules webpage (<https://schools.utah.gov/administrativerules>) you can find all current rules in effect, rules that are currently being considered (see Board Rule Status), rules that have been created or amended in the past, rules that incorporate other documents as part of the rule, and other resources.



View the full rulemaking process: <https://schools.utah.gov/file/d4a02a63-3d56-4120-9a2b-480b1019f863>

Rulewriting Manual

Beginning in July 2015, USBE staff began the process of reformatting all of the Board's administrative rules to make technical and conforming changes in accordance with the Rulewriting Manual for Utah. To date, all but 5 of the Board's administrative rules have been reformatted accordingly.



Legislative Relations

LEGISLATIVE RELATIONS

Legislative relations include a broad range of activities at the State Board.

Legislation

Engage with legislators on bill language, promote the Board's legislative priorities, and track bills through the legislative process.

Fiscal Notes

Respond in a timely manner to bills received from the legislature for a fiscal note response from the State Board. This response includes direct and measurable costs, savings, and revenue impacts a bill may have on state government, local government, and Utah residents and businesses. They also include whether each bill will impact the regulatory burden for Utah residents or businesses.

Public Education Summary Book

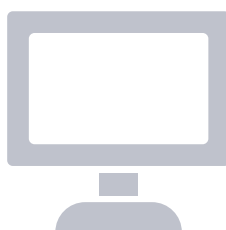
Produce a public education summary book which is meant to be a single-source review of education-related legislation from the legislative session.

Budget Summary

Compile a summary of budget recommendations from the State Board, the Governor, the Public Education Appropriations Subcommittee chairs, and Requests for Appropriation/the Office of the Legislative Fiscal Analyst/Other Entities along with the items that received funding from session.

Post-Session Presentation to Stakeholders

Present legislative summary to stakeholders, district superintendents, charter school directors, human resources directors, education attorneys, curriculum directors, LEA financial managers, and LEA program implementers, following session, including budget information and discussing notable education bills.



LEGISLATIVE RELATIONS

Legislative Reports

Provide reports to the legislature as statutorily required. Legislative reports are available at:
<https://schools.utah.gov/policy/legislative-reports?mid=3337&tid=0>

Fiscal Note and Budget Item Follow Up

Provide budgetary and implementation information to legislative staff on requested funding items. Annually the Office of the Legislative Fiscal Analyst follows up on items funded in prior general sessions and compiles the information for the Executive Appropriations Committee.



Reporting, Data & Statistics



REPORTING, DATA & STATISTICS

The Utah State Board of Education collects, evaluates, and reports education data. This work includes reviewing and auditing the state's data collection; compiling and analyzing a wide variety of information about schools, student progress, graduation rates, school districts, and other useful statistics and reports on the condition of Utah's education system; and reporting information as required to federal and state government as well as providing information to the public and other stakeholders for evaluating public education in the state. USBE is responsible for collecting, processing, providing oversight of, and reporting on education data for 665,306 students and 36,600 educators. Tied closely with data collection, analysis, and reporting are data privacy and the systems through which data are collected and stored.

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School Performance

SCHOOL PERFORMANCE

Data Gateway and School Report Cards provide important information regarding school performance and can serve as tools for accountability. At the same time, the performance data and personally identifiable student information data need to be kept safe, private, and follow federal and state standards and laws to maintain student data security and privacy. While the data used by the State Board and LEAs are comprehensive, the data made available to the public e.g. in Data Gateway and the School Report Cards are masked to avoid unintended disclosure of personally identifiable information.

Data Gateway

Utah's Educational Data Gateway, datagateway.schools.utah.gov, is a resource provided by USBE that allows the public and school personnel to access education-related data. The State Board uses data to analyze student performance and inform educational improvements at the policy, State Board, and classroom level. Accountability and transparency in education data are important for parents and the community as a tool to help inform decisions about their student's educational choices. The reports found in the Data Gateway are designed as a tool to provide that information to help concerned individuals see the results of the measurements of student learning outcomes.

School Report Card

Just as students' report cards provide a snapshot of their school performance, the Utah School Report Cards show how public schools across Utah are serving students in a variety of areas. The dashboard available at utahschoolgrades.schools.utah.gov displays key information about schools. Users can find information by local education agency or drill down for information at the school level. This information includes school demographics as well as school performance including rates of proficiency, growth, the progress of English learners, and an overall score.

With the suspension of state assessment in March 2020, this year's School Report Card looks a little different than prior years. However, the report card still includes all of the data that are not dependent on state assessment systems (i.e. graduation rate, post-secondary enrollment, readiness coursework) and assessment results that were collected prior to the soft-closure of our schools (i.e. English language proficiency). In addition, education stakeholders can review teacher experience, course offerings, and per pupil expenditures for their neighborhood school. Similar to Data Gateway, school report cards can serve as a tool for parents and the community for how a school is performing in multiple areas.

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Ed*Facts* Initiative


EDFACTS INITIATIVE

EDFacts is a U.S. Department of Education initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data. As required, the State Board through our agency's EDFacts coordinator annually reports data to EDFacts. The information reported for EDFacts is not individual student or staff-level information. It is aggregated at the school, district, or state level. Some of the data elements collected through EDFacts include assessment data, graduation and dropout rates, participation in career and technical education, and data on students with disabilities.

Purpose of EdFacts

- Place the use of robust, timely performance data at the core of decision and policymaking in education.
- Reduce state and district data burden and streamline data practices.
- Improve state data capabilities by providing resources and technical assistance.
- Provide data for planning, policy, and management at the federal, state, and local levels.





Special Education Annual Performance Report

SPECIAL EDUCATION ANNUAL PERFORMANCE REPORT

In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), each State must have in place a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements of the implementation of IDEA.

The SPP is a six-year plan which describes Utah's performance on 17 indicators. The Office of Special Education Programs (OSEP) in the U.S. Department of Education requires that States report annually to the public on the performance of each local education agency on applicable indicators, as part of the Annual Performance Report (APR).

These indicators include graduation rates for students with Individualized Education Programs (IEPs) and subject matter proficiency for students with IEPs. These reports provide important educational data and can also be used by LEAs to examine their programs and focus their efforts in areas most in need of improvement.

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School Information Management

SCHOOL INFORMATION MANAGEMENT

USBE's Information Technology (IT) develops, implements, and sustains innovative, lean, agile, and secure IT solutions and infrastructure to meet USBE goals and objectives. IT plays a key role in reporting, data, and statistics by providing the necessary solutions and infrastructure for data collection, processing, and reporting.

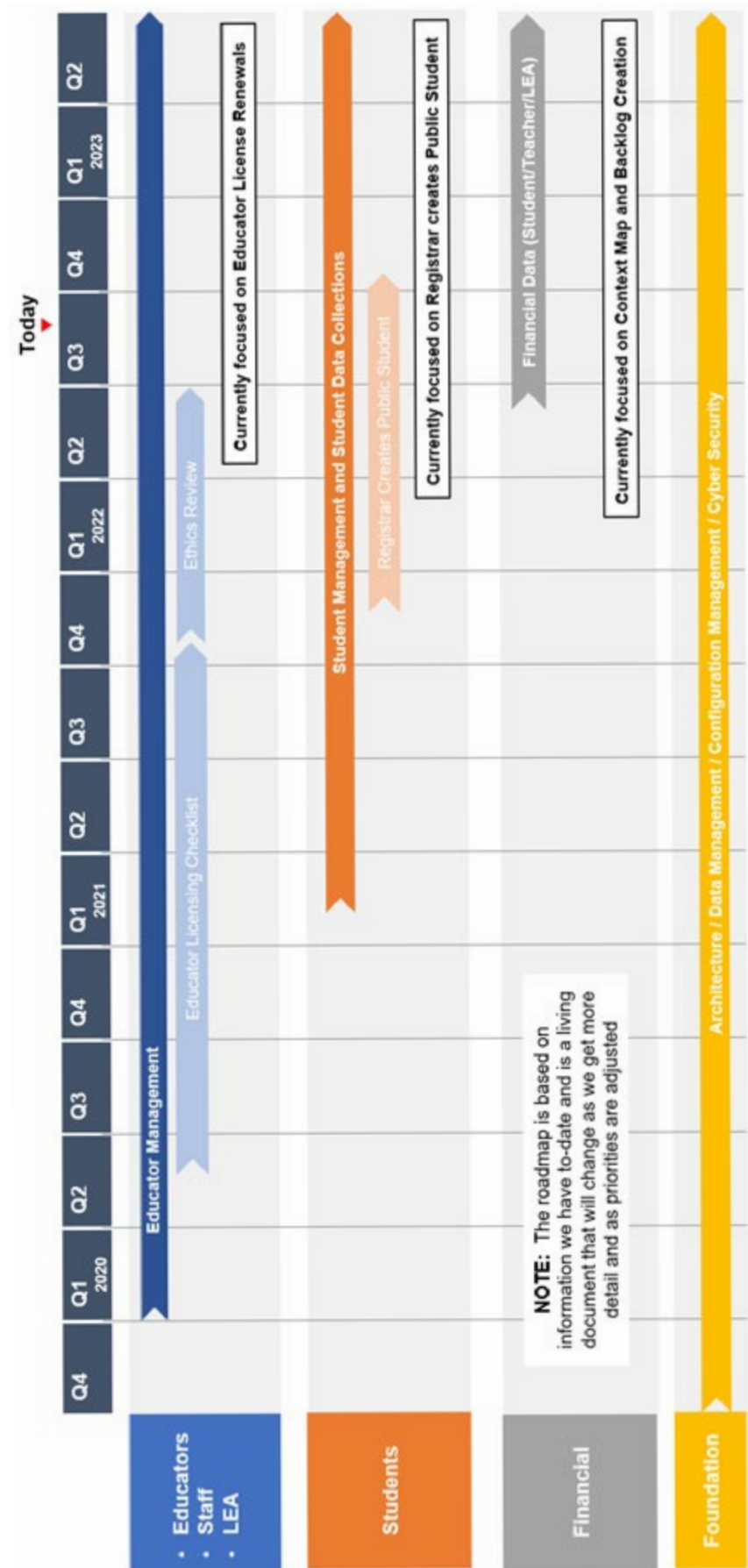
The State Board continues the development of the Utah School Information Management System (USIMS) to modernize USBE's legacy data systems and enable real-time access to data to inform decision making at all levels of the education system, while also safeguarding against data breaches. USIMS is slated to consolidate 16 current systems that collect student, teacher, and financial data which should help alleviate some of the reporting burden on LEAs by consolidating core data collections.

The Legislature appropriated \$17.2 million one-time in the 2019 General Session for USIMS. In December 2021, \$16.3 million ESSER II and ARP ESSER Flex funds were allocated to USIMS by the Utah State Board of Education. This funding (along with previously appropriated funding) is to be disbursed over the next 2.5 years for the project.

USIMS is being developed using an agile framework and Scrum development methodology which enables continuous transparency, inspection, and adaption and results in higher quality products, better user satisfaction, higher productivity, and a greater ability to incorporate changes as they occur.

The project began with the creation of the USIMS Functional Advisory Board and a focus working group. The advisory board and working group are essential in defining and creating the USIMS system. Both are made up of internal USBE personnel and external LEA representatives from school districts and charter schools across rural and urban areas to ensure comprehensive needs are captured for USIMS development. Functional Advisory Board meetings are held at least quarterly to detail USIMS progress. The focus working group meets at least every other week to detail requirements, direct development requirements and objectives, and to review development team deliverables.

USIMS development is currently performed by three development teams. Each team focuses on one of three USBE domains: student, educator, and finance. Under each domain, the teams carve out development focused on the consolidation of USBE systems under the domains and redevelopment of USBE capabilities delivered by legacy systems into services. Service-based development provides USBE future agility and interoperability opportunities. The educator team is fully assembled and working on the development of educator licensing management. This team addresses educator licensing, LEA management, and other educator-focused capabilities in future development. The student development team is assembled and develops with a focus on student data collections, unique student identification, and reporting. The final team to be assembled is focused on the finance domain. This team is in progress and focuses on reporting and data collection consolidation among multiple legacy systems.





Student Data Privacy



STUDENT DATA PRIVACY

Whether discussing student-achievement, program monitoring, education funding, accountability or any other education-related conversation, data is at the center of the discussion. The Utah State Board of Education is required by state and federal law to collect and store student and educator records. The State Board takes its obligation to protect the privacy of data collected, used, shared and stored seriously. Our Student Data Privacy team ensures the State Board is complying with state and federal policies for data privacy and security procedures, as well as providing guidance and resources for various stakeholders.

Guidance and Resources

- Holds the Student Data Privacy Conference every fall and spring
- Monitors annual reporting of LEA compliance from LEA data managers
- Posts resources for educators related to student data privacy
- Serves as a repository for student data privacy law and policy
- Provides training including in-person, online training videos, and a monthly newsletter
- Trains on using the Student Data Privacy Consortium to improve LEA compliance of data sharing agreement contract requirements
- Offers Records Officer Annual Certification to train LEA record handlers in educational record management and best practices, and to nurture the relationship between LEAs and the Utah Division of Archives and Records Services

STUDENT DATA PRIVACY STRATEGIC PLAN

COMMUNICATION

Provide clear and consistent communication both internally and externally

TRAINING AND AWARENESS

Provide accurate and timely guidance, training resources, technical assistance, and practical solutions

STAKEHOLDER INPUT

Gather input that is more representative of all LEAs and community members

LAW, RULE, AND POLICY

Review legislation, Board rule, and other policies to provide helpful recommendations and support

OVERSIGHT

Assess risk, monitor compliance, and respond to privacy incidents

INTERNAL HEALTH AND WELLNESS

Promote a positive and supportive environment through mental and physical health and professional development



Initiatives

Initiatives are defined as support functions often designed to meet the needs of certain student populations, educators, and schools.



Adult Education



ADULT EDUCATION

Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes. The State Board's Adult Education program assists adults and students who are 16 or older to gain a secondary school diploma, basic life skills, GED, or English language skills. Utah Adult Education is comprised of Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Acquisition (ELA). Beginning in FY 2019, following a transfer of funding from the Education Contracts line item, a portion of the funding, 15 percent, is specifically identified for educational programs in corrections facilities.

Legislative Appropriations

\$14,175,400

2020

\$14,601,400

2021

\$15,635,900

2022

Adult Basic Education (ABE)

ABE services are for adults who lack high school level skills and need to improve basic reading, writing, and mathematics skills. ABE services include classroom instruction, one-to-one tutoring, computer-assisted instruction and distance learning delivered by a diverse provider network including community-based organizations, LEAs, community colleges, workplaces, labor unions, and correctional education.

Adult Secondary Education (ASE)

ASE is instruction in academic credit classes that meet Utah high school core requirements and allow adult students to earn a Utah Adult Secondary Diploma. Students must meet state and local requirements to earn a diploma. Any credits earned in high school or at other adult education programs may be applied towards earning high school diploma credit.

English Language Acquisition (ELA)

English language acquisition programs are designed to help English language learners achieve competence in reading, writing, speaking, and comprehension of the English language. In addition to language instruction, ELA programs are designed to assist learners in transitioning to programs that lead to the attainment of a secondary school diploma or its recognized equivalent, post-secondary education and training, or employment.

ADULT EDUCATION

By the Numbers

Students with Adult Education Contact
Basic Education / Secondary Education

9,949
2019

7,983
2020

7,351
2021

English Language Acquisition

4,859
2019

4,310
2020

2,591
2021

Number of Students Who Earned Credentials
Level Gains

5,732
2019

3,340
2020

2,362
2021

Graduated with GED/HS Diploma

2,374
2019

1,723
2020

2,124
2021

DWS Match for Employment

4,814
2019

4,452
2020

2,985
2021

ADULT EDUCATION

By the Numbers

Percentage of Students Who Earned Credentials

Level Gains

39%

2019

27%

2020

24%

2021

Graduated with GED/HS Diploma

16%

2019

14%

2020

21%

2021

DWS Match for Employment

33%

2019

36%

2020

30%

2021



Arts Instruction

ARTS INSTRUCTION

BTSALP

The Beverley Taylor Sorenson Arts Learning Program (BTSALP) is a teaching partnership between arts specialists who are qualified experts in one of four art disciplines: visual art, dance, music, and theater, and elementary classroom teachers. The arts specialist works collaboratively with the regular classroom teacher to deliver quality, sequential, and developmental arts instruction by developing lesson plans that integrate art with language arts, math, social studies, and science.

Funding from the Utah Legislature and Beverley Taylor Sorenson's legacy nonprofit, Art Works for Kids, is granted to LEAs that apply for the program each year. LEA grantees demonstrate commitment to BTSALP by agreeing to a 20% funding match. LEAs determine which schools receive BTSALP.

Program Summary

Districts	35 2018-2019 SY	35 2019-2020 SY	34 2020-2021 SY
Charters	30 2018-2019 SY	25 2019-2020 SY	25 2020-2021 SY
Schools	383 2018-2019 SY	275* 2019-2020 SY	273* 2020-2021 SY
Total Students	213,324	300,000	213,105*

*Lower count because it reflects schools with a specialist and one school for each coach although coaches impact more than one school, but it is difficult to measure

ARTS INSTRUCTION

BTSALP

School Visits: Fidelity of Implementation

**Does not include students served only by coaches*

53

2018-2019 SY

50

2019-2020 SY

50

2020-2021 SY

213,324

Students Served



\$11,866,144

Total Cost

300,000

Students Served



\$12,383,937

Total Cost

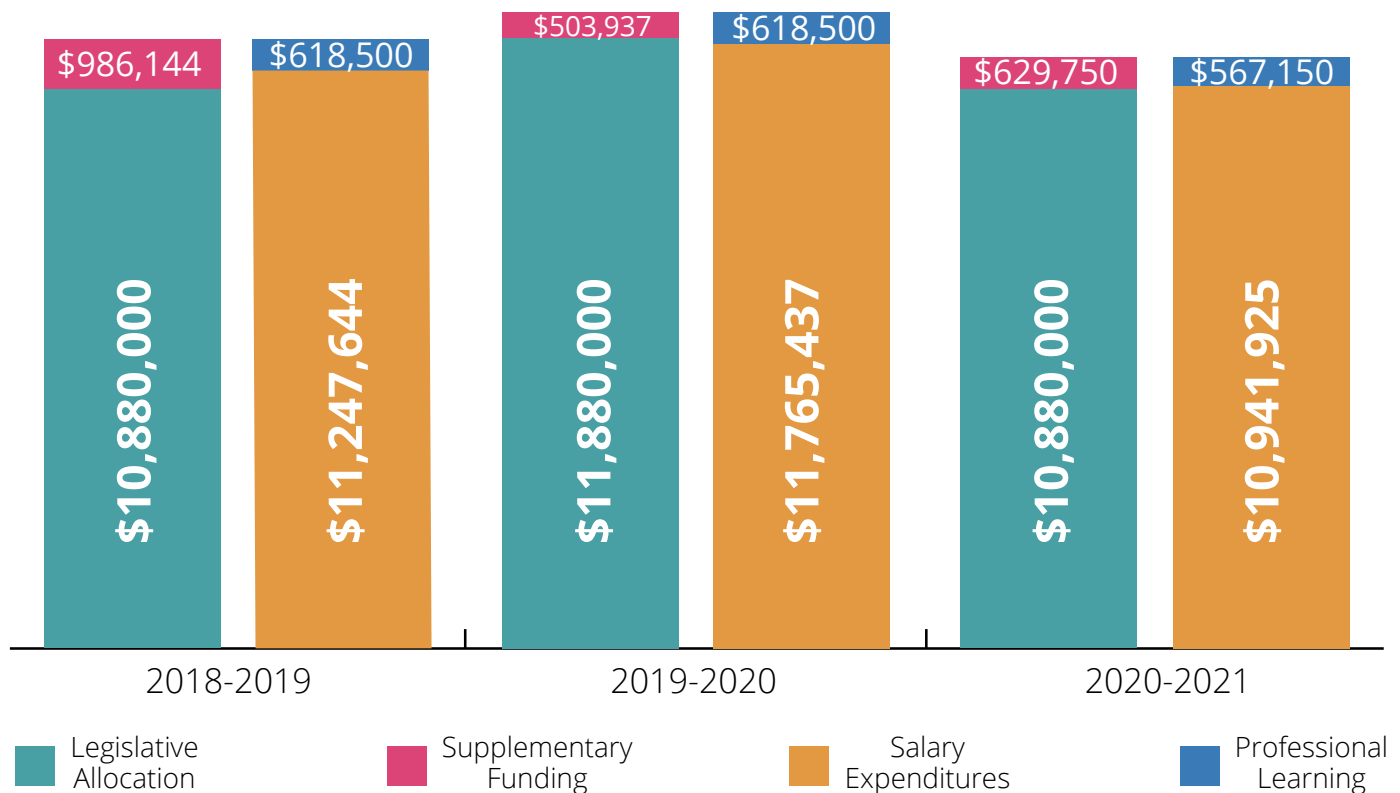
213,105*

Students Served



\$11,509,075

Total Cost



ARTS INSTRUCTION

POPS

The Professional Outreach Program in the Schools (POPS) is managed by USBE and funded by the Utah State Legislature. It supports arts education in Utah's public schools by bringing professional arts organizations' educational programs to schools for free or at subsidized costs. The goal is to connect schools, teachers, administrators and students with high quality arts learning experiences with professional artists. POPS supports the state's core arts standards by providing arts education opportunities to all Utah schools.

In 2020-2021, POPS organizations include:

- Ballet West
- Repertory Dance Theatre
- Ririe-Woodbury Dance Company
- Springville Museum of Art
- Spy Hop Productions
- Tanner Dance
- Utah Festival Opera and Musical Theater
- Utah Film Center
- Utah Museum of Fine Arts
- Utah Shakespeare Festival
- Utah Opera
- Utah Symphony
- Nora Eccles Harrison Museum of Arts (Provisional)
- Plan-B Theatre (Provisional)
- Utah Museum of Contemporary Art (Provisional)

The Provisional Program enables smaller, more regional, professional organizations to participate in art education delivery.

Number of Students
Receiving Services

397,736*
2019-2020

438,412
2020-2021

Number of Educators
Receiving Services

21,218*
2019-2020

13,594
2020-2021

**On March 16, 2020 program pivoted to virtual outreach services.*

ARTS INSTRUCTION

POPS

POPS Legislative Appropriations

2021

\$4,960,000

Ongoing
Appropriation

-

One-Time
Appropriation

\$4,960,000

Total
Appropriation

2020

\$4,960,000

Ongoing
Appropriation

\$200,000

One-Time
Appropriation

\$5,160,000

Total
Appropriation

2019

\$4,760,000

Ongoing
Appropriation

-

One-Time
Appropriation

\$4,760,000

Total
Appropriation

Each participating organization is required to provide private matching funds to support their education outreach program. These matching funds are in addition to the state funds received through the program. Most recently, participating organizations have collectively provided \$1.70 to the program for each dollar provided by the Legislature.

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Dual Language Immersion

DUAL LANGUAGE IMMERSION

Utah's Dual Language Immersion (DLI) program offers a rich bilingual experience for young learners when their minds are developmentally best able to acquire a second language. The DLI Program supports six languages:

- Chinese
- Russian
- Spanish
- Portuguese
- German
- French

These language programs are spread over eleven grade levels (K-10). The program provides an instructional model where 50 percent of instruction is in English and the other 50 percent is in the partner language. This model uses two teachers, one who instructs exclusively in the partner language and a second who teaches in English. Most of the state's DLI programs begin in first grade, with a few starting in kindergarten. Additional grades are added each year as students progress through the school. For the 2021-2022 school year, there are 301 DLI programs statewide.

Legislative Appropriations

\$5,030,000

2020

\$5,030,000

2021

\$5,030,000

2022



International Guest Teachers

Utah DLI teachers who teach in the partner language are often international guest teachers who come to Utah on a J-1 visa for three years, with a possible extension of two years, as a result of Memorandums of Understanding (MOUs) the Utah State Board of Education has with agencies in several countries. International guest teachers receive a one-year contract which is renewable each year according to their performance as a teacher. Bringing teachers from many countries to Utah to teach in the program has provided access to cultural and linguistic expertise that otherwise would not have been available.

DUAL LANGUAGE IMMERSION

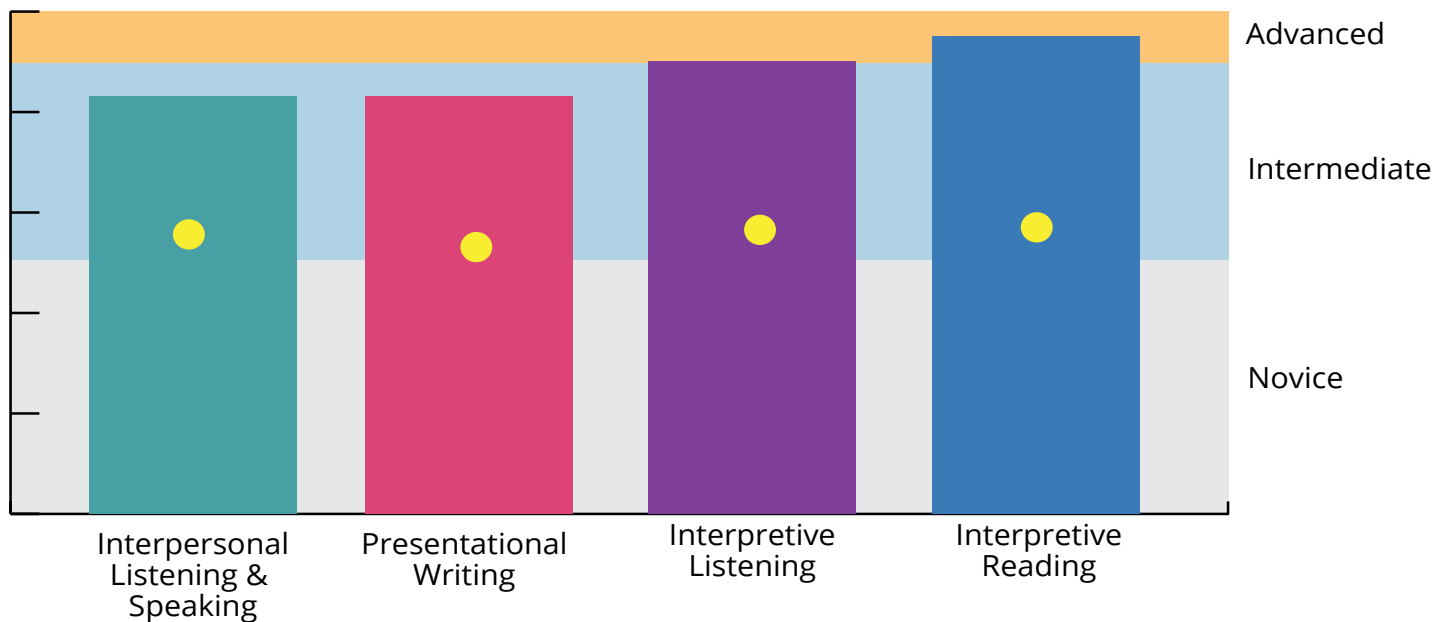
AAPPL

The American Council on the Teaching of Foreign Languages (ACTFL), offers the AAPPL, which is an assessment based on the National World-Readiness Standards for Learning Languages. This assessment is for schools participating in Utah's Dual Language Immersion program. It is administered to students in Grades 3-9.

Sample AAPPL Results 9th grade 10/01/2020 - 01/31/2021



National Average



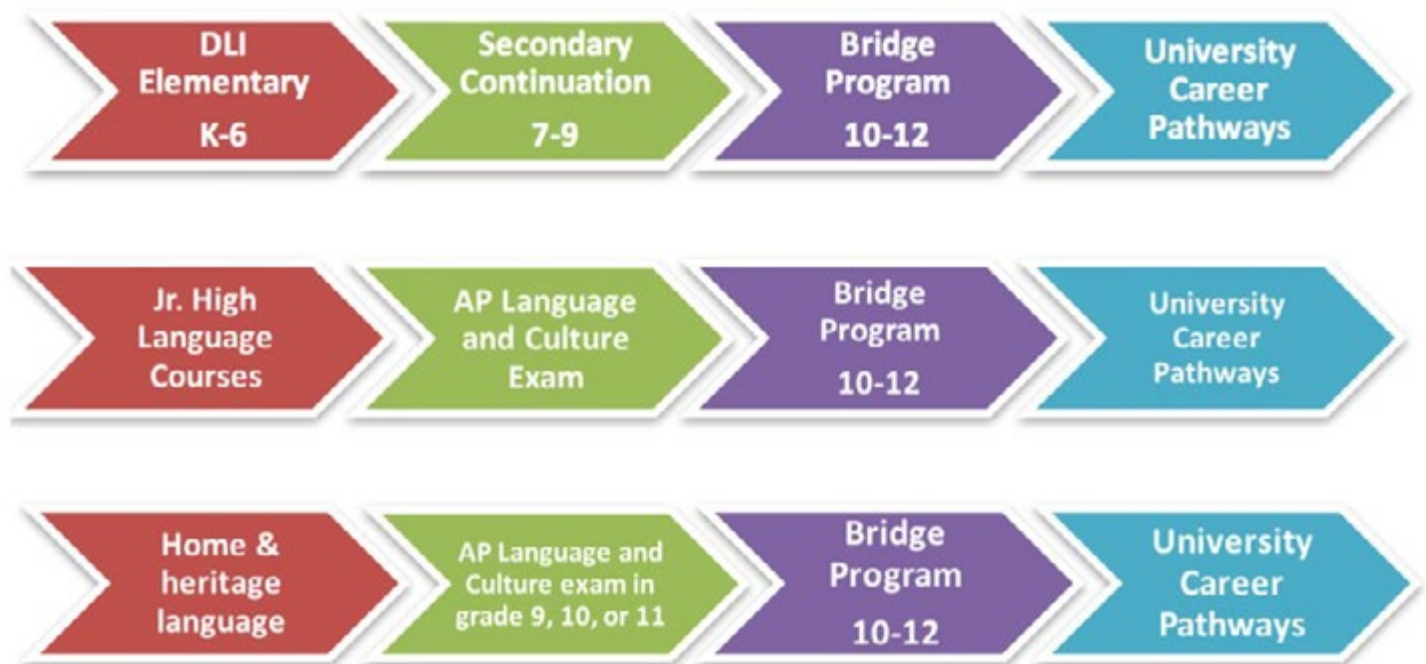
The average score is presented for each mode of communication in relation to the national average for all grade 9 students. Utah's Spanish Dual Language Immersion grade 9 students outperformed the national average in each category in 2020 with scores ranging from Intermediate Mid to Advanced.

DUAL LANGUAGE IMMERSION

Bridge Program

Utah's Bridge Program is administered by the University of Utah's Second Language Teaching and Research Center (L2TReC): l2trec.utah.edu/bridge-program/. The Bridge Program offers an advanced language pathway for high school students who have passed the Advanced Placement (AP) Language and Culture Exam, bridging the gap between the exam and higher education. Through this program, students can complete one to three Bridge courses earning both high school and college credit while in high school thereby becoming college ready in two languages. Bridge courses fall under the state Concurrent Enrollment program. The Bridge program not only provides a secondary pathway for DLI students, but because Bridge courses are open to any student who passes the requisite AP examination, it can also serve heritage speakers and other students who pass the examination.

Multiple Points of Entry into the Bridge Program



University of Utah's Second Language Teaching and Research Center



Early Learning



EARLY LEARNING

School Readiness

Becoming High Quality School Readiness Grant Program (35A-15-301)

Who can apply:

LEAs, private providers, home-based technology programs

Provides support and resources including:

- Coaching
- Funding for curriculum and classroom materials
- Support and training to existing programs as they strive to implement all elements of quality

Expanded Student Access to High Quality School Readiness Programs Grant Program (35A-15-302)

Who can apply:

LEAs, private providers, home-based technology programs

Provides seat funding for eligible students including:

- Economically disadvantaged with at least one risk factor
- English learners

Participation for Both Programs

7,888 Students Served 2020-2021 SY

26% Qualified as an Eligible Student

Preschool Experience & Quality Matters

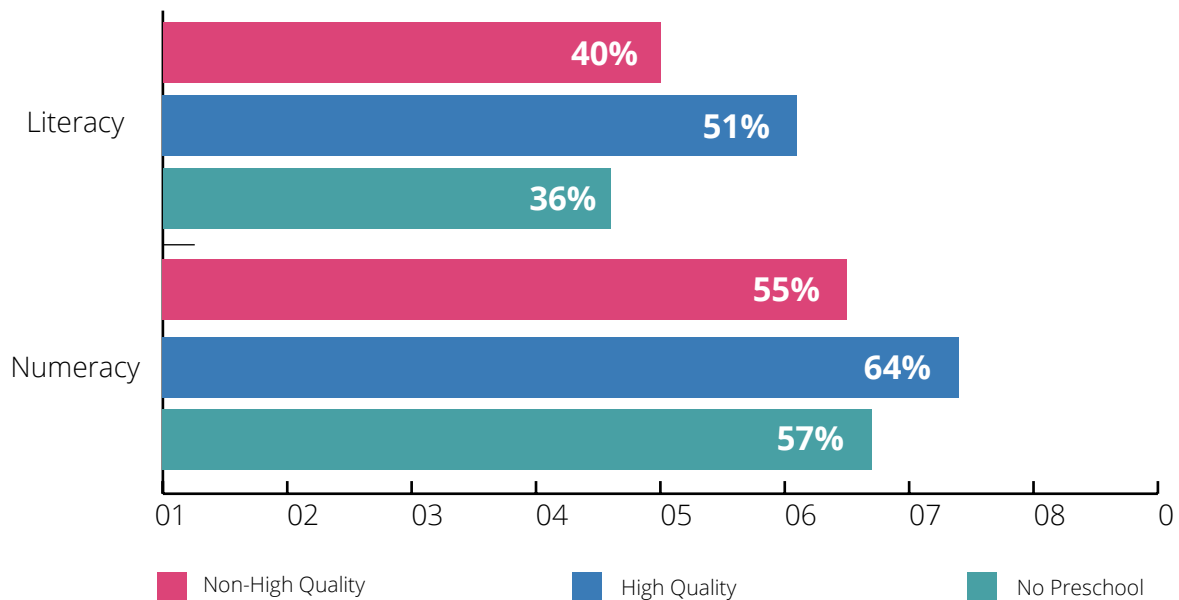
A higher proportion of students entering kindergarten from high-quality preschool programs were proficient in both literacy and numeracy compared to students entering from non-high-quality programs. These differences are particularly stark for some students. Students who are economically disadvantaged and students who are English language learners appear to benefit considerably from high-quality preschool programs as illustrated in the figures below.

EARLY LEARNING

School Readiness

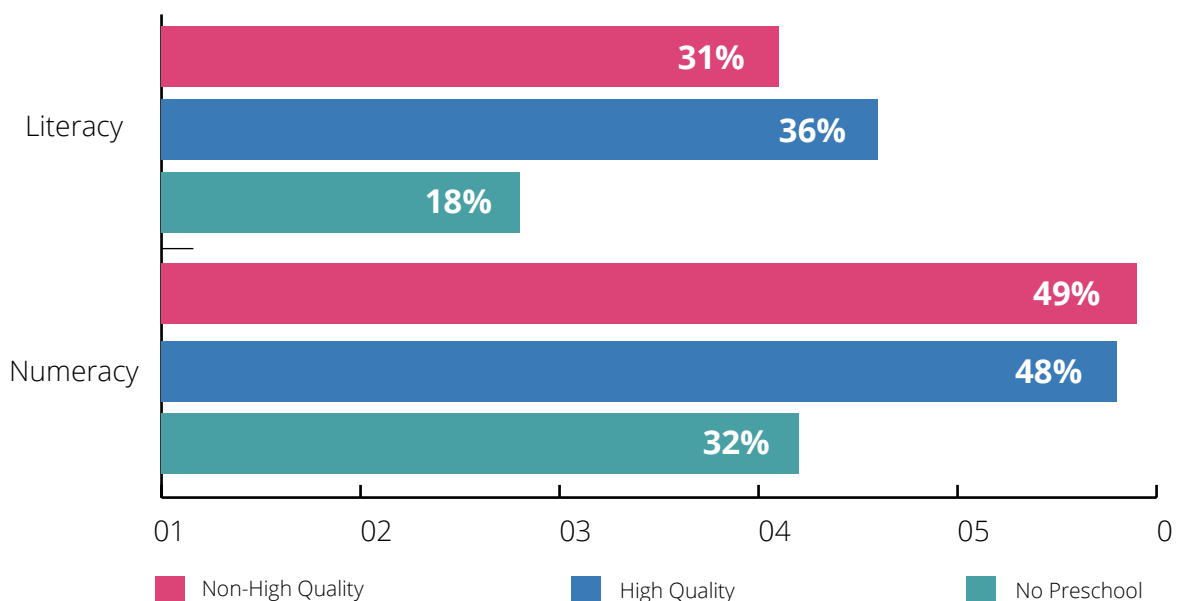
Fall 2021 KEEP Entry Assessment

Students Who are Economically Disadvantaged



Note: 1,676 students attended high-quality preschool programs, 1,241 students attended non-high-quality preschool programs, and 8,747 students did not attend preschool.

Students Who are English Language Learners



Note: 545 students attended high-quality preschool programs, 309 students attended non-high-quality preschool programs, and 2,255 students did not attend preschool.

EARLY LEARNING

UPSTART (53-4-4)

UPSTART (Utah Preparing Students Today for a Rewarding Tomorrow) is a program that uses a home-based educational technology approach to develop the school readiness of preschool children. The program is designed to give Utah four-year-olds an individualized reading, mathematics, and science curriculum with a focus on reading. Children participate in the program the year before they attend kindergarten. The Waterford Institute is the current educational technology provider for UPSTART. To meet fidelity requirements, children must use the program for 15 minutes a day, 5 days per week which totals 75 minutes per week.

All Utah children are eligible to participate in the program. However, participation priority is given to a qualifying participant defined in statute as a preschool child who resides within the boundaries of a qualifying school as identified in statute or enrolled in a qualifying preschool. A qualifying preschool is a preschool that serves preschool children covered by child care subsidies funded by the Child Care and Development Block Grant Program, participates in a federally assisted meal program, or is located within the boundaries of a qualifying school. Qualifying participants may obtain a computer and receive free Internet service for the duration of participation in UPSTART if the qualifying participant is eligible to receive free or reduced lunch and participates in the program at home rather than through a school district or private preschool.

Number of Children Served by UPSTART

11,707

2018-2019

17,273

2019-2020

20,545

2020-2021

UPSTART Legislative Appropriations

\$15,263,900

2020

\$15,265,200

2021

\$20,264,200

2022

EARLY LEARNING

State Kindergarten Program

Supports districts and charters in delivering an academic program that focuses on literacy and numeracy skills through extended or full-day kindergarten options.

Enhanced Kindergarten Early Intervention Program (53F-2-507)

The Enhanced Kindergarten Early Intervention Program provides funding to LEAs to provide an extended kindergarten program. It is funded at \$24,455,000 ongoing. Program funding is targeted to provide additional hours of instruction or other methods to students in kindergarten. The academic program is focuses on building age-appropriate literacy and numeracy skills, uses an evidence-based early instruction model, and is targeted to students at-risk.

Early Literacy Program (53F-2-503)

The Early Literacy Program (formerly the K-3 Reading Improvement Program) focuses on literacy proficiency improvement for students in kindergarten through grade 3. LEAs must submit a local board approved plan to the State Board of Education that incorporates multiple components outlined in statute. These requirements include core instruction, intervention strategies that are aligned to student needs, professional learning of teachers and other staff, assessments, a state growth goal of at least 60 percent of all students in grades 1-3 making typical or better progress, and at least two local goals. More information about this program is included in the Early Literacy Report toward the end of this report.

Partners in Dyad Reading

The purpose of Partners in Dyad Reading is to provide primary grade students reading below grade level with additional reading practice. Partners in Dyad Reading is designed to be used in one-on-one tutoring with adult volunteers or paraprofessionals as reading practice, not intervention. Lessons focus on classroom instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students benefit from increased reading time, targeted practice, and a rewarding reading experience.



Educator Supports



EDUCATOR SUPPORTS

Aligned with the Board's goal of effective educators and leaders, providing support to educators promotes the objective that each student is taught by effective educators. This support comes in a variety of forms including financial, recognition, and professional learning.

Educator Awards and Incentives

Teacher Salary Supplement Program (53F-2-504)

The Teacher Salary Supplement Program (TSSP) was created to draw qualified individuals into education for specific subject areas that have been identified with staffing shortages. The program provides qualifying math, science, computer science, and special education teachers with a salary supplement of \$4,100. An eligible teacher who is assigned part-time to a supplement-approved assignment may receive a partial salary supplement based on the number of hours worked in the supplement-approved assignment. Teachers may qualify by degree or by a qualifying teaching background employed in the same supplement-approved assignment in Utah public schools for at least 10 years. In addition to the \$4,100 salary adjustment, the Legislature appropriates funding to cover the employer-paid benefit costs associated with retirement, worker's compensation, Social Security, and Medicare.

In order to be considered for the salary supplement, teachers apply to the State Board of Education. Teachers may apply online at tssp.schools.utah.gov between October 1st and April 30th each program year. The Board determines if a teacher is eligible by verifying degree and course assignments, and transfers funding to each school district and charter school to pay the supplement for each qualifying teacher.

Participation for TSSP

3,275 Participants 2019

3,371 Participants 2020

3,544 Participants 2021

Legislative Appropriations

\$14,274,900
2019

\$22,748,800
2020

\$22,228,600
2021

EDUCATOR SUPPORTS

Paraeducator to Teacher Scholarships (53F-5-205)

The Paraeducator to Teacher Scholarship Program (PETTS) provides resources for qualified paraeducators to become licensed educators. Scholarships are for up to \$5,000 per year for tuition costs toward an associate's or bachelor's degree program to become a licensed teacher. To be eligible, paraeducators must be employed for a minimum of 10 hours per week by a public school LEA at the time of application for the PETTS program and have fewer than 60 college credits. This program is funded at \$24,500 ongoing. Priority is given to individuals seeking a special education teaching license.

There is a PETTS scholarship committee consisting of one member or designee from the Utah State Board of Education, one representative from the Board of Regents, one representative from the Utah Education Association, and two additional representatives designated by the State Board of Education. This committee reviews the applications received from LEAs and determines scholarship recipients. From 2009 through 2021 150 paraeducators worked toward educator licensure under this program.

Utah Teacher of the Year

Every year, across the state of Utah, local education districts celebrate public education and the vital role of excellent teachers by selecting and honoring their district teacher of the year. Each of these district teachers of the year are then considered for selection as a finalist for the Utah Teacher of the Year (UTOY) program. Five finalists are selected and interviewed in the summer by a volunteer selection committee.

Usually, in the fall, a gala banquet is held to celebrate all nominees, and to announce the second runner-up, the first runner-up, and the UTOY. Due to COVID-19, this past year we were unable to host a banquet. The second and first runners-up receive \$4,000 each, and the UTOY receives \$10,000 and a variety of opportunities as the UTOY, including the right to represent Utah in vying for the national title, conferred in Washington, D.C. during a week of meetings and celebrations. While the UTOY program does select one winner each year, the vision of the program extends beyond the annual award. The UTOY program works to expand and promote the role of teacher leaders in Utah, supporting retention efforts at the Utah State Board of Education.



Mark Daniels, theatre teacher at Weber High School was the 2022 winner. Runners up were: Albery Ferrarons Font and Katherine Bradbury.

EDUCATOR SUPPORTS

Supporting Educators

Title IIA, Improving Teacher Quality State Grants

As mentioned in the Compliance, Monitoring, and Auditing section of this report, the purpose of the program is to increase academic achievement by improving teacher and principal quality.

Program is carried out by:

- Increasing the number of highly qualified teachers in classrooms
- Increasing the number of highly qualified principals/assistant principals in schools
- Increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement

State-level activities include but are not limited to:

- Reforming teacher and principal certification programs
- Providing support for new teachers including developing resources and training materials for new mentors
- Providing professional development for teachers and principals
- Conducting new teacher focus groups and developing a new teacher induction framework

Local-level activities include but are not limited to:

- Recruiting and retaining highly qualified teachers and principals
- Increasing the number of highly qualified teachers in classrooms
- Providing professional development for teachers and principals

These activities must be based on a local needs assessment and, among other things, be aligned with state academic content standards, student academic achievement standards, and state assessments (for formula grants).



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Next Generation Learning

NEXT GENERATION LEARNING

Next Generation Learning is a student-centered approach with innovative learning models and pathways for personalized education. It is education that is adaptive to meet the needs of students. Next Generation Learning in Utah includes Digital Teaching and Learning, Personalized, Competency-Based Learning, and the Statewide Online Education Program.

Digital Teaching and Learning (53F-2-510)

The Digital Teaching and Learning (DTL) Program provides grants to local education agencies to improve student learning outcomes and provide high quality professional learning for educators related to the effective use of digital teaching and learning technology. Through the intentional alignment with high-priority learning goals set by each LEA and the integration of the DTL program into existing or planned digital teaching and learning efforts, each LEA leverages DTL to accelerate academic, non-academic, college and career, and next generation learning targets for students. Components of a digital teaching and learning program may include student and teacher devices, Wi-Fi and wireless compatible technology, curriculum software, assessment solutions, technical support, change management of LEAs, high quality professional learning, internet delivery and capacity, and security and privacy of users. The Legislature's investment in the DTL program greatly contributed to the ability of Utah LEAs to quickly transition to remote learning when the COVID-19 pandemic hit the state in spring 2020.

LEAs submit proposals to the Board for approval and funding. Some elements required in LEA plans are measures to ensure that the LEA monitors and implements technology with best practices and robust goals for learning outcomes and appropriate measurement of goal achievement.

Number of Schools Engaged in Digital Teaching and Learning

619

2018-2019 SY

730

2019-2020 SY

733

2020-2021 SY

NEXT GENERATION LEARNING

Legislative Appropriations

2022

\$19,852,400 Ongoing Appropriation	- One-Time Appropriation	\$19,852,400 Total Appropriation
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2021

\$19,852,400 Ongoing Appropriation	- One-Time Appropriation	\$19,852,400 Total Appropriation
---	--------------------------------	---

2020

\$19,852,400 Ongoing Appropriation	- One-Time Appropriation	\$19,852,400 Total Appropriation
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Personalized, Competency-Based Learning Grants

The Personalized, Competency-Based Learning (PCBL) Grants Program provides grants for LEAs as they plan for, implement, scale, and expand personalized, competency-based learning. PCBL means a system of learning in which the following principles influence the daily actions of the educational community.

Core Principles

- Students are empowered daily to make important decisions about the students' learning experiences, how the students will create and apply knowledge, and how students will demonstrate the students' learning;
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence;

NEXT GENERATION LEARNING

Core Principles

- Students receive timely, differentiated support based on the students' individual learning needs;
- Student progress is based on evidence of mastery rather than by hours of attendance;
- Students learn actively using different pathways and varied pacing;
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems; and
- Rigorous, common expectations for learning, including knowledge, skills, and dispositions, are explicit, transparent, measurable, and transferable.

Planning Grants

Planning grants support LEAs in their planning for personalized, competency-based learning.

Fiscal Year 2022: Grants Awarded (Cohort C)

- | | |
|-------------------------------|---------------------------------|
| • Alpine School District | • Jordan School District |
| • Canyons School District | • North Sanpete School District |
| • Freedom Preparatory Academy | • Walden School |
| • Granite School District | |

Implementation Grants

Grants are for LEAs in their implementation of personalized, competency-based learning.

Year 1 of 2 (Cohort B)

- City Academy
- Ogden City School District
- Spectrum Academy
- Washington County School District
- Weber School District

Year 2 of 2 (Cohort A)

- American Academy of Innovation
- Davis School District
- Iron County School District
- Juab School District
- Murray City School District
- Duchesne County School District

Expansion Grants

LEAs who have successfully participated in the first two phases (planning and implementation) of the grants program will be eligible to apply for the final phase, expansion. This phase of the grants programs has not yet been funded

NEXT GENERATION LEARNING

Legislative Appropriations

2022

\$2,070,000

Ongoing
Appropriation

-

One-Time
Appropriation

\$2,070,000

Total
Appropriation

2021

\$2,070,000

Ongoing
Appropriation

-

One-Time
Appropriation

\$2,070,000

Total
Appropriation

2020

\$2,300,000

Ongoing
Appropriation

-

One-Time
Appropriation

\$2,300,000

Total
Appropriation

Statewide Online Education Program (53F-4-5)

The Statewide Online Education Program (SOEP) enables eligible students to earn high school and middle school graduation credit through the completion of publicly funded online courses. The program is available to 6th-12th grade students enrolled in a district or charter school and, beginning in FY 2014, it was made available to students who attend a private or a home school. District and charter school students are funded through the Minimum School Program. Home and private school students who participate in the Statewide Online Education Program are funded through state appropriations made to the program. The purpose of the SOEP is to provide high quality, online, and individualized learning opportunities to students regardless of where they attend school. Students may enroll in up to 6.0 credits of online courses.

NEXT GENERATION LEARNING

Statewide Online Education Program (53F-4-5)

SOEP Online Course Providers

- Arizona State University (ASU) Prep Digital Powered by Juab School District
- Canyons Virtual High School
- Leadership Academy of Utah
- Mountain Heights Academy
- Utah Online School
- Utah Virtual Academy

Even before the COVID-19 pandemic, participation in the Statewide Online Education Program had been increasing exponentially. With the pandemic, the program has become an even more crucial resource with our growing need for remote learning opportunities. From the 2016-2017 to the 2020-2021 school year, the number of students participating in the program has increased by 220% and the number of semester credits earned during that same time period increased by 613%.

NEXT GENERATION LEARNING

Statewide Online Education Program (53F-4-5)

Legislative Appropriations

2022

\$6,376,800

Ongoing
Appropriation

\$3,200,900

One-Time
Appropriation

\$9,577,700

Total
Appropriation

2021

\$831,500

Ongoing
Appropriation

\$2,000,000

One-Time
Appropriation

\$2,831,500

Total
Appropriation

2020

\$787,200

Ongoing
Appropriation

\$1,300

One-Time
Appropriation

\$739,500

Total
Appropriation

Above items include transfers to the indirect cost pool which is why the two appropriations do not equal the totals.



Prevention



PREVENTION

Effective prevention seeks to decrease risk factors and increase protective factors. Early prevention is critical, and schools can play a crucial role by focusing on helping individuals develop the knowledge, attitudes, and skills they need to make good choices or change harmful behaviors.

School Counseling Program

School counselors support prevention work in schools through the implementation of a comprehensive school counseling program. As discussed in the Supporting Transitions section of this report, school counselors serve an important role in supporting college and career readiness. Along with college and career readiness support, school counselors also provide school-based mental health, social-emotional support, suicide prevention, and trauma-informed care.

According to the Trauma Informed Care Project

“Trauma-informed care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma-informed care also emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.”

The American School Counselor Association recognizes the important role school counselors can play in providing trauma-informed care and promoting trauma-informed schools. In Utah’s College and Career Readiness School Counseling Program Model, “trauma-informed practices promote resiliency, which school counselors assist students in developing through the school counseling program.”

PREVENTION

School Counseling Program

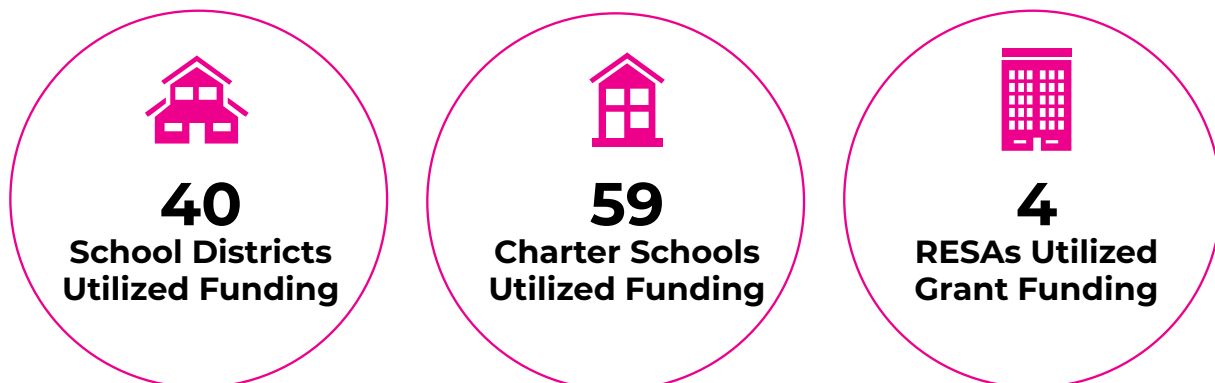
Elementary School Counselor Program (53F-5-209)

This funding supports grants awarded by the State Board of Education to school districts and charter schools to provide targeted school-based mental health support in elementary schools. The State Board awards grants based on certain statutory criteria. The first priority for grants goes to LEAs that propose to target funds to one or more elementary schools with a high percentage of students exhibiting risk factors for childhood trauma. Second priority is given to LEAs that propose to target funds to elementary schools with a high percentage of students experiencing intergenerational poverty. The program receives an appropriation of \$2.1 million ongoing. LEAs that participate in the grant program must provide local funds to match grant funds, equal to one half of the grant funds.

School-based Mental Health Qualified Grant Program (53F-2-415)

The School-based Mental Health Grant Program was created by House Bill 373 (2019) sponsored by Representative Steve Eliason and Senator Ann Millner. The bill charged the Utah State Board of Education (USBE) to distribute money appropriated under Utah Code Section 53F-2-415 to Local Education Agencies to provide, in a school, targeted school-based mental health support, including clinical services and trauma-informed care. This can be accomplished by employing or entering into contracts for services provided by qualifying personnel.

Grant Funding FY22



In FY21, USBE approved plans for 37 districts, 37 charter schools, and 3 Regional Education Service Agencies

PREVENTION

School-based Mental Health Qualified Grant Program (53F-2-415)

For FY 2020, this program received an appropriation of \$16.0 million. In FY 2021, the Legislature appropriated \$26.0 million ongoing for this program.

Change in FTE from grant funding from FY 2020 to FY 2021

	Additional FTE	Percent Increase
LEA-Employed FTE	96.2	89.1%
Contracted FTE	16.5	84.4%
Total	113.3	88.4%

In FY 2021, 38 LEAs reported contracting with their local mental health authority on their Accountability and Data Reports.

Highlights of Progress on Goals during FY 2021

- Improving behavioral outcomes and increasing mental health support were the largest category of goals being worked on by LEAs.
- 77% of the goals related to increasing mental health support were met in FY21.
- 49% of the goals related to improving behavioral outcomes were met in FY21.
- Many goals related to improving attendance and decreasing office referrals (behavioral outcomes) were skewed due to complications of COVID-19.

PREVENTION

Mental Health Screening Programs (53F-2-522)

During the 2020 General Session, the Legislature passed House Bill 323, School Mental Health Funding Amendments, which set standards for participating local education agencies to implement approved mental health screening programs for students. The State Board, in coordination with the Division of Substance Abuse and Mental Health, was tasked with establishing rules around the program and approving a list of mental health conditions to screen for and a list of evidence-based screening tools. The Board has identified a comprehensive set of evidence-based tools that specifically target the following mental health conditions: anxiety, depression, and suicide ideation. This list captures the leading mental health conditions that are currently screened for in our LEAs. The Legislature appropriated \$500,000 ongoing for the program which can be used for an LEA to receive reimbursement for a qualifying parent to receive mental health treatment for the parent's student based on the results of the mental health screening.

Based on data from a recent survey of screening practices in Utah LEAs, 69% of LEAs conduct screenings. Of that percentage, 67% reported doing individual screening sessions and 17% conduct mental health screening nights.

Project AWARE

Utah's Project Advancing Wellness and Resilience in Education (AWARE) aims to build a comprehensive approach model to school-based mental health to increase mental health literacy increase resilience through social-emotional learning, and increase access to support services to schools and communities. The Utah State Board of Education collaborates with behavioral health stakeholders across the state to improve mental health awareness and response.

Four Major Goals

Increase student education on mental wellness

Increase mental health screening for early identification

Increase access to mental health care

Increase educator training in mental health wellness, intervention, and crisis response

PREVENTION

Project AWARE

Interventions and services aligning to these goals are to implement evidence-based programs to improve school climate, link existing resources based on a Multi-Tiered System of Supports (MTSS) behavioral health framework to support all students, and targeted services and support for American Indian/Alaska Native students. This program is funded with a grant of \$8.4 million from the Substance Abuse and Mental Health Administration over a five-year period (\$1.6 million per year).

As a 2018 recipient of Project AWARE funds, the Utah State Board of Education, in collaboration with DSAMH, has partnered with three LEAs to support best practices strategies in Utah schools and communities interested in accomplishing similar goals. These partner LEAs are Alpine School District, Cache School District, and Jordan School District.

Bullying Prevention

Bullying is commonly understood as aggressive behavior that:

- Is intended to cause distress and harm
- Exists in a relationship in which there is an imbalance of power and strength
- Is repeated over time

Bullying may involve physical actions, words, gestures and social isolation. Although bullying may involve direct, relatively open attacks against a victim, bullying is frequently indirect, or subtle in nature (spreading rumors, enlisting a friend to assault a child).

Bullying Prevention Funding

- Promotes the SafeUT crisis support and tip line through the purchase of cards, posters and other marketing materials
- Purchases materials to enhance existing anti-bullying and suicide prevention programs
- Trains school personnel on existing anti-bullying and suicide prevention programs
- Utilizes funds to engage parents in anti-bullying and suicide prevention efforts
- Promotes trauma-informed awareness and practices
- Utah Anti-Bullying Coalition to provide bullying prevention trainings and assemblies to K-12 schools across Utah. (Utah House Bill 2; item 338)

More generally, anti-bullying is part of the State Safety and Support Program which was codified by House Bill 120, Student and School Safety Assessment, in the 2019 General Session. This program includes the State Board providing training in evidence-based approaches to improve school climate and address and correct bullying behavior (53G-8-802).

PREVENTION

Bullying Prevention Funding

Utah Code 53G-9-607 also includes an LEA:

Shall include in the training of a school employee training regarding bullying, cyber-bullying, hazing, abusive conduct, and retaliation may offer voluntary training to parents and students regarding abusive conduct.

In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules that establish standards for high quality training related to bullying, cyber-bullying, hazing, abusive conduct, and retaliation.

The overall goal of bullying prevention and intervention is to provide every student with a safe and supportive school and social environment.

Substance Use Prevention

The overall goal of substance use prevention and intervention is to promote healthy brain, body and social development by preventing the onset of illegal substance use and limiting the problematic behaviors associated with substance use.

Utah Substance Abuse Prevention Guiding Principles are criteria established by the Utah Division of Substance Abuse and Mental Health Services Administration to be used in selecting or developing substance use prevention programming. Utah promotes proactive, evidence-based prevention education which is designed to eliminate any illegal use of controlled substances, as well as the underage use of alcohol and tobacco products.

There are a multitude of effective substance use prevention interventions that may have different areas of focus and can be implemented in a variety of settings. Interventions can involve the family, school, and community and may provide substance use prevention for an individual or a population of youth by focusing on environmental and community factors and policies, developmental factors, or skill development. Intervening early, before high school, is critical. The data suggest that patterns of substance use become worse in the high school years. Individuals who begin using alcohol or tobacco when they are very young are more likely to experience addiction later in life, when it becomes much more difficult to quit.

Administered by the State Board, the Substance Abuse Prevention Grant provides financial support for substance use prevention efforts in schools. The money for this grant comes from surcharges assessed in accordance with Section 51-9-401. The funding is specifically to be used for substance use prevention and education, substance use prevention training for teachers and administrators, and local education agency programs to supplement existing local prevention efforts in cooperation with local substance use authorities.

After a competitive grant application process, 11 LEAs were awarded \$228,846.18 in FY 2021.

PREVENTION

Substance Use Prevention

Underage Drinking & Substance Abuse Prevention Program (53G-10-406)

The underage drinking and substance abuse prevention program is provided to all 4th or 5th grade and 9th or 10th grade students. Currently, USBE's approved provider is the Botvin LifeSkills Training (LST) program. This interactive program was carefully designed to target the primary causes of substance use and provides students with a combination of health information, general life skills, and drug resistance skills. It has been shown through over thirty years of studies to reduce the use of tobacco, alcohol and other drugs in youth. Much of the content within the program aligns with Utah health core standards, and as a result, many LEAs implement it in health classes. However, some LEAs have chosen to implement the program in other classes such as Science or Physical Education.

As of October 2021, 1,824 teachers and school counselors have received training to deliver the LST program. A total of 260,778 LST student guidebooks have been purchased for students, which provides a general estimate of students served since the program's inception (2018-2019 school year). New resources continue to be made available to teachers through a webpage created specifically for Utah teachers that are implementing the LST program.

Positive Behaviors Plan (53G-10-407)

A positive behaviors plan is "a plan to address the causes of student use of tobacco, alcohol, electronic cigarette products, and other controlled substances through promoting positive behaviors," and addresses "issues including peer pressure, mental health, and creating meaningful relationships." School principals across the state have either created or are in the process of creating a local education agency governing board-approved positive behaviors plan based on the input of parents, students, and staff.

When there is sufficient funding, each school will receive \$3,000 for a positive behaviors specialist stipend and \$1,000 to administer the positive behaviors plan. Due to insufficient funding for FY22, 53G-10-407(4)(b) directs the USBE to reduce the amount of the stipend. Each school has been allocated \$2,332.93 and \$1,332.93 of the total will be used as a stipend for the positive behaviors specialist. The USBE distributed a total of \$2,475,234.26 to LEAs in September 2021 to be used for positive behaviors plans.

Suicide Prevention

Youth suicide is a serious public health issue in Utah. The rate of teen suicide in Utah has been higher than the national rate for the past 20 years. Our fellow Rocky Mountain states have similar trends as Utah. Suicide among teens in Utah remains at a very high rate but is not increasing as it was between 2008 and 2015. According to the 2021 Student Health and Risk Prevention Survey (SHARPS), 17.5% of youth grades 6-12 report seriously considering suicide and 7.0% of Utah youth grades 6-12 students attempted suicide one or more times in the past 12 months.

PREVENTION

Suicide Prevention

We need a community and state-wide emphasis on prevention. Schools play a critical role in suicide prevention for current and future students and need more knowledge about the warning signs of suicide and how to facilitate opportunities to strengthen mental well-being.

H.B. 93 Youth Suicide Prevention Programs Amendments (2021) amends provisions related to the purposes for youth suicide prevention programs between elementary and secondary grades. The State Board administers a comprehensive suicide prevention program for LEAs to implement evidence-based practices and programs, or emerging best practices and programs, for preventing suicide. Each school receives an allocation of at least \$1,000, subject to legislative appropriation (53G-9-702).

Child Abuse Prevention (53-G-9-207)

Utah State Legislature's House Bill 286, Child Sexual Abuse Prevention was implemented in schools in 2016 and amended in 2019 to include human trafficking prevention and awareness.

Requirements

- Requires that the State Board, in partnership with the Department of Human Services, approve instructional materials for child sexual abuse prevention and human trafficking prevention and awareness
- Requires local education agencies to use the instructional materials approved by the State Board to provide child sexual abuse prevention and human trafficking prevention and awareness training and instruction of school personnel and the parents/guardians of elementary school students every other year
- Provides that a school district or charter school may provide child sexual abuse prevention and human trafficking prevention and awareness instruction to elementary school students, subject to certain requirements

The Utah State Board of Education approved the guidelines for instructional materials for child sexual abuse prevention and human trafficking prevention. Those minimum guidelines were developed with help from multiple state agencies, prevention advocates, and other experts in the field.

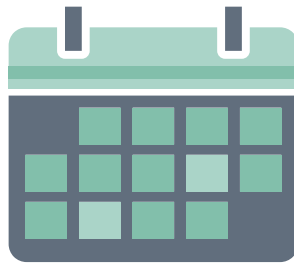
PREVENTION

Absenteeism and Dropout Prevention

Ensuring success in school is helping students get into the habit of attending school every day. Improving school attendance improves success in school. If schools are to improve educational achievement, they will need to address chronic absenteeism.

Dropout prevention is a collective effort of the Utah State Board of Education and LEAs to implement strategies and practices with key components of interventions to reduce dropout rates. The guide provides support to improve access to educational opportunities for dropout prevention for each student and offer a wide range of resources to increase graduation rates. More information about this program is included in the Dropout Prevention and Recovery Report toward the end of this report.

In the 2021 General Session, S.B. 219 Truancy Enforcement Moratorium; decriminalized certain truancy violations from March 2021 until June 2022.



Intergenerational Poverty Interventions (53F-5-207)

The Intergenerational Poverty Interventions program provides out-of-school education services that assist students affected by intergenerational poverty in achieving academic success. Funds are distributed by the Utah State Board of Education to local education agencies through a competitive application process for a three-year grant period. In awarding a grant, the State Board considers the percentage of an LEA's students that are classified as children affected by intergenerational poverty; the level of administrative support and leadership at an eligible LEA to effectively implement, monitor, and evaluate the program; and an LEA's commitment and ability to work with the Department of Workforce Services, the Department of Health, the Department of Human Services, and the juvenile courts to provide services to the LEA's eligible students. USBE partners closely with the Department of Workforce Services Office of Child Care to align the program to support statewide intergenerational poverty initiative efforts. The Department of Workforce Services provides supplemental federal funding to LEAs receiving the grant to add enrichment and prevention programming.

PREVENTION

Intergenerational Poverty Interventions (53F-5-207)

\$1,001,800

Legislature appropriated for the
program in FY 2022

*Funding can be used for new or existing
afterschool programs*

First cohort (2014-2015 SY)

6 LEAs were awarded grants ranging from \$34,000 to \$303,000

Second cohort (2017-2018 SY)

8 LEAs were awarded grants ranging from \$40,000 to \$250,000

Third cohort (2017-2018 SY)

11 LEAs were awarded grants ranging from \$25,900 to \$250,000

Grant Recipients

Cohort 1: 2014-2020

LEA	Grant Amount	Number of School Sites
American Preparatory Academy	\$70,000	2
Gateway Preparatory Academy	\$100,000	1
Grand School District	\$34,900	1
Granite School District	\$300,000	6
Ogden School District	\$303,300	6
Provo School District	\$141,800	4
Subtotal:	\$950,000	20

PREVENTION

Intergenerational Poverty Interventions (53F-5-207)

Cohort 2: 2017-2020		
LEA	Grant Amount	Number of School Sites
American Preparatory Academy	\$100,000	2
Canyons School District	\$200,000	4
Entheos Academy	\$50,000	1
Grand School District	\$50,000	1
Guadalupe School	\$40,000	1
Logan School District	\$100,000	1
Ogden School District	\$250,000	6
Provo School District	\$160,000	3
Subtotal:	\$950,000	20

PREVENTION

Intergenerational Poverty Interventions (53F-5-207)

Cohort 3: 2021-2022		
LEA	Grant Amount	Number of School Sites
Davis School District	\$25,900	5
Guadalupe School	\$25,900	1
Provo School District	\$31,973	1
Granite School District	\$35,000	1
Grand School District	\$44,665	1
Pinnacle Canyon Academy	\$50,000	1
American Preparatory	70,000	2
Cache School District	\$75,000	3
Entheos Academy	\$99,123	2
Canyons School District	\$210,000	4
Ogden City School District	\$250,000	5
Subtotal:	\$917,562	26

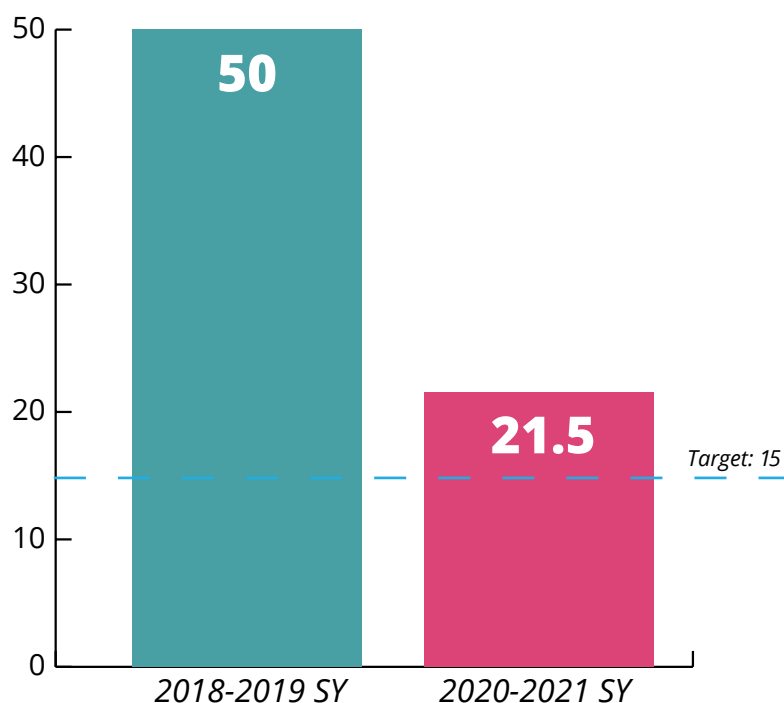
PREVENTION

Partnerships for Student Success (53F-5-401)

The Partnerships for Student Success grant program is administered by the State Board of Education. The purpose of the program is to improve educational outcomes for low-income students through cross-sector (public-private) partnerships. The grant program is built around eligible school feeder patterns which are the succession of schools that a student enrolls in as the student progresses from kindergarten through grade 12.

The plan for the partnership must be aligned with the recommendations of the five- and ten-year plan to address intergenerational poverty. It must address kindergarten readiness, grade 3 and grade 8 mathematics and reading proficiency, high school graduation, post-secondary educational attainment, physical and mental health, and development of career skills and readiness. Partnerships shall share data to monitor and evaluate shared goals and outcomes. Third party evaluation is required to ensure desired outcomes are being achieved. For FY 2022, the Legislature appropriated **\$3,012,000** for the program. The breakdown is \$2,831,280 for pass through and \$180,720 for administration. Eligible partnerships must provide matching funds equal to two times the amount of the grant. At least half of the matching funds must be provided by a local education agency. The Board may not award more than **\$500,000** per fiscal year to an eligible partnership. Funding is prioritized for partnerships that include a low-performing school or addresses parent and community engagement.

Average Number of Partners Forming a Partnership with a Lead Grant Applicant (within a Feeder Pattern)



PREVENTION

Out-of-School Time Program Quality Improvement Grant

During the 2018 General Session, the Legislature passed Senate Bill 202, which authorized Department of Workforce Services (DWS) and the Utah State Board of Education to use up to \$125,000 each in General Funds to provide grants to promote high-quality afterschool programs.

To be eligible to apply for grant funds, organizations must first certify the availability of matching funds equal to the amount of grant funds requested. Additionally, the Department of Workforce Services and the Utah State Board of Education work together to set and track academic and enrichment components and quality standards.

Expected Outcomes

Overall Quality

The overall quality of the grantee's afterschool/ out-of-school time program will increase by at least .25 points as measured by SAPQA domain of interaction, and meet a final, yearly, post-assessment overall score of at least a 3.0.

Academic Improvement

75% of programs receiving this funding will demonstrate academic and prevention education improvement in students that participate 30 days or more through measures identified by program/organization.

Professional Development

Program staff participating in Afterschool Peer Learning Community (PLC) modules/training during the school year will complete post-survey; 80% of staff will indicate content learned was useful to working within programs.

PREVENTION

Title IV, Part B: 21st Century Community Learning Centers (CCLC)

As mentioned in the Compliance, Monitoring, and Auditing section of the report, this funding is a competitive federal grant for LEAs and Community or Faith-Based Organizations to serve students and their families attending schools with poverty levels of 40 percent or higher outside of regular school hours.

The Program's Specific Purposes

1. Provide opportunities for academic enrichment, including tutorial services to help students meet State and local student performance standards in core academic subjects such as reading and mathematics;
2. Offer students a broad array of additional services, programs, and activities such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

Currently, Utah has over twenty 21st CCLC grants, serving over 80 individual school or community sites and over 6,000 students statewide.

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School Improvement

SCHOOL IMPROVEMENT

State law and the federal Every Student Succeeds Act (ESSA) require the USBE to identify schools for improvement based on overall performance. Utah schools receive performance ratings each year, to let them and their communities know how well they are doing. These ratings are based on five categories of performance: achievement and growth on state assessments, English learner progress, and postsecondary measures such as graduation rates, ACT scores, and success in readiness coursework. These ratings help USBE make decisions about how to help struggling schools.

School performance ratings
are based on **five**
Categories of Performance:

Academic Achievement

Average scores on state English language arts, math and science assessments

Academic Growth

The progress students make in their achievement year-to-year in language arts, math, and English language proficiency

English Learner Progress

Progress toward language fluency

Growth of the lowest 25%

Academic growth of a school's lowest performing students

Postsecondary Readiness

Includes four-year graduation rates, ACT scores, and success in readiness coursework.

Three programs for Utah school improvement

- School Turnaround
- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI).



SCHOOL IMPROVEMENT

School Turnaround (53E-5-3)

In the 2015 General Session, Senate Bill 235, Education Modifications, established the School Turnaround program. The Legislature appropriated **\$7.0 million** ongoing for the program. In the program, the Utah State Board of Education annually identifies low-performing district and charter schools. To be designated as a turnaround school, the school needs to be in the bottom three percent of schools for two consecutive years. Program funding includes engaging with an approved expert agency to conduct a school needs assessment and root cause analysis for the identified schools. The Board conducts a Request for Statements of Qualifications (RFSQ) to establish a USBE-approved list of providers. The school board or charter school authorizer of the low-performing school establishes a school turnaround committee. The school turnaround committee selects the independent school turnaround provider and the LEA contracts with them. The provider works with the committee to develop and implement a school turnaround plan. Further detail on the school turnaround program is available in the School Turnaround Report toward the end of this report.

\$7 Million Ongoing Funding for the School Turnaround Program established in 2015

Assessment to Achievement Plus (A2A+)

As a result of interrupted assessments due to COVID-19, Utah's legislature removed the requirement to designate low-performing schools for the 2020-2021 school year. Funds were reallocated to support a voluntary, unique professional learning opportunity for Targeted Support and Improvement (TSI) schools focusing on supporting multilingual Learners (English Language Learners). This three year project known as Assessment to Achievement Plus (A2A+) is focusing on developing school leadership teams, using data to inform educators' decisions about teaching and learning, and utilizing evidence-based practices in the classroom.

SCHOOL IMPROVEMENT

Comprehensive Support and Improvement

Schools are identified for Comprehensive Support and Improvement (CSI) if they are in the lowest performing five percent of Title I schools averaged OR if the graduation rate is under 67 percent over three years. CSI schools are identified every three years.

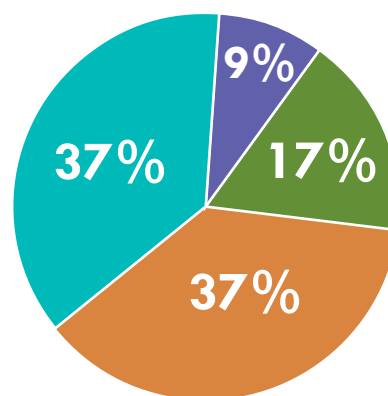
How are the schools identified:

Once every three years, states must identify schools for CSI. Our system is based on the averaged ratings of the Categories of Performance. If a school is part of the lowest 5% of Title I schools, they are assigned a CSI designation.

What happens when a school is assigned 'CSI Status':

Schools must work with the school and its stakeholders to develop and implement a state-approved comprehensive support and improvement plan that is based on student performance on all of the accountability indicators and state-determined long-term goals along with the results of a school-level needs assessment, includes evidence-based interventions, and identifies and addresses resource inequities. The implementation of this plan is to be monitored and periodically reviewed by the state.

How Scores are Weighted for Elementary and Middle School

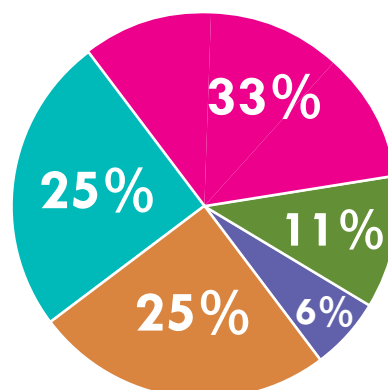


Criteria reviewed every 3 Years

Categories of Performance

- Academic Achievement
- Academic Growth
- English Learner Progress
- Growth of lowest 25%
- Postsecondary Readiness

How Scores are Weighted for High Schools



SCHOOL IMPROVEMENT

Targeted Support and Improvement

Schools are identified for Targeted Support and Improvement (TSI/ATSI) if at least one student group is consistently underperforming for two consecutive years. A student group is a group of students who is historically underserved including students who are English learners, students who are economically disadvantaged, students with disabilities, and students who identify as a racial or ethnic minority. TSI schools are identified annually.

A Helpful Way to Think About TSI

Student Group Type



English Learners



Economically Disadvantaged



Students with Disabilities



Individual Race & Ethnicity categories

Calendar Years



- Student Groups are reviewed annually.
- Are 10 or more students per student group consistently underperforming in the lower 5%?

The School



School is identified as TSI if at least 1 of the student groups meets the criteria for under-performance.

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Science, Technology, Engineering, & Mathematics (STEM)

STEM

A number of individuals and departments at the Utah State Board of Education, especially Mathematics, Science, and Career and Technical education, support STEM education. Along with the programs identified below, the State Board administers the STEM Endorsement Incentive Program (53E-6-903) which provides reimbursement for tuition and materials to teachers after they complete coursework to become qualified in high need areas of Science, Technology, Engineering and Mathematics.

iSEE

The Informal Science Education Enhancement (iSEE), managed by the Utah State Board of Education and funded by the Utah State Legislature, is a collaboration among non-profit informal science education organizations that supports science education. Participating organizations provide educational services such field trips, teacher resources and professional learning, assemblies, in-person classroom learning experiences, and enrichment lessons aligned to the Science with Engineering Education (SEEd) Standards for district and charter schools.

iSee Organizations

- Clark Planetarium
- Discovery Gateway
- Extension Youth Programs- Botanical Center
- HawkWatch International
- The Leonardo
- Loveland Living Planet Aquarium
- Natural History Museum of Utah
- Ogden Nature Center
- Red Butte Garden and Arboretum
- Thanksgiving Point
- Utah's Hogle Zoo



STEM

iSEE

Student Science Experiences

390,871

 2018-2019
SY

312,283

 2019-2020
SY

208,159

 2020-2021
SY

Student Field Trips

387,759

 2018-2019
SY

207,280

 2019-2020
SY

31,936

 2020-2021
SY

Educator Professional Learning

1,608

 2017-2018
SY

2,837

 2018-2019
SY

994

 2019-2020
SY

Asynchronous Outreach

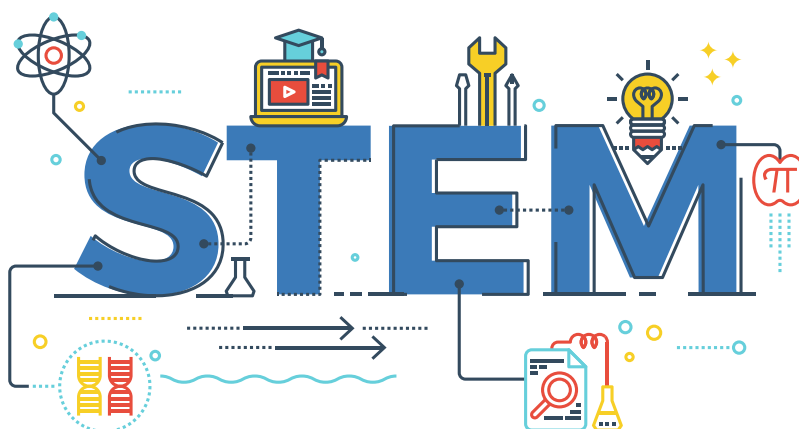
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 2018-2019
SY

-

 2019-2020
SY

56,801

 2020-2021
SY


STEM

iSEE

Legislative Appropriations

2021

\$5,785,700 Ongoing Appropriation	- One-Time Appropriation	\$5,785,700 Total Appropriation
--	--------------------------------	--

2021

\$5,290,000 Ongoing Appropriation	- One-Time Appropriation	\$5,290,000 Total Appropriation
--	--------------------------------	--

2020

\$5,290,000 Ongoing Appropriation	\$200,000 One-Time Appropriation	\$5,490.000 Total Appropriation
--	---	--

Each organization is required to provide private matching funds to support their education outreach program. These matching funds are in addition to the state funds received through the program. Most recently, participating organizations have collectively provided \$1.55 to the program for each dollar provided by the Legislature.

STEM

USTAR / MOST

Utah Science Technology and Research Initiative's (USTAR) goal is to create USTAR Centers that will enhance the ability of district and charter schools to attract and retain mathematics and science teachers while simultaneously offering more opportunities for students and effectively using human resources and the capacity of capital facilities. This program is a competitive grant program. Statute outlines several potential benefits to the program. These benefits include: increased compensation for math and science teachers by providing opportunities for an expanded contract year which will enhance LEAs' ability to recruit and retain highly qualified math and science educators; increased capacity of school buildings by using buildings more hours of the day or for more days in a year; decrease class sizes in math and science by expanding the number of instructional opportunities in a year; provide opportunities for earlier high school graduation and college preparation; and additional opportunities for remedial or advanced courses. Most LEAs utilize this funding for remedial classwork, summer coursework, and extended class availability.

In the 2020 General Session, USTAR was transformed into the the Math and Science Opportunities for Students and Teachers (MOST) Program. The program was expanded to provide incentives for professional learning communities and mentoring work to increase the opportunities to support math and science teachers in their instructional delivery as it pertains to student learning outcomes. These changes were partially in response to an internal audit of the USTAR program. The Legislature appropriated an additional \$1.0 million ongoing for the program in Senate Bill 93. However, during the 5th special legislative session, the Legislature removed all of the funding for MOST, due to COVID-related budget cuts, and the statutory language for the program. At this point in time, the program is dependent on future legislative action.

STEM Institute

The purpose of the STEM Institute is supporting systems of change in an LEA or school. By inviting teams from a site (i.e. administration, content specialists, coaches, classroom teachers) to attend, the Institute focuses on each team developing a vision for STEM education, creating an action plan to attain that vision, and coaching schools/LEAs through implementation of their plan. Institute participants commit to five sessions spread through the first school year that are held virtually using an online platform. These sessions include exploring effective components of a STEM culture, writing a vision statement and action plan, and networking and collaborating with other sites. During the second year, teams meet together with coaches and other teams to discuss problems of practice and revise their action plans. Facilitators of sessions include national presenters, Utah State Board of Education staff, LEA administrators and content specialists, school principals, and others from the STEM community such as the STEM Action Center and iSEE organizations.

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Student Support

STUDENT SUPPORT

The programs below serve student groups identified for distinct supports so that each individual student has the opportunity to reach his or her fullest potential.

Enhancements for At-Risk Students Program

Starting July 1, 2021, this program and funding has been abolished (see SB 142 --2021). School districts will receive funding directly thru the At-Risk WPU Add-On. No funding application is needed for the moment. USBE and WEST ED are gathering input from a focus group and crafting new policies or board rule to monitoring these funding. More information will be sent to districts in the upcoming months.

Gang Prevention and Intervention Program (53F-2-410)

Gang Prevention and Intervention Program (53F-2-410) Subject to legislative appropriations, the state board shall distribute money for a gang prevention and intervention program:

- 1) that is designed to help students at risk for gang involvement stay in school;
 - 2) and to school districts and charter schools through a request for proposal process.
- Repealed and Re-enacted by Chapter 319, 2021 General Session

STUDENT SUPPORT

Youth-In-Custody

Youth-In-Custody (YIC) at the Utah State Board of Education provides education services and interventions for individuals under the age of 21 who are in custody of or receiving services from the Utah Department of Human Services or an equivalent agency of a Native American tribe, or who are being held in a juvenile detention facility.

Through contracts with LEAs, USB E provides educational administrative and support services for eligible students. The State Board is committed to providing equitable educational experiences and quality learning opportunities for students in a variety of custody situations and placement settings.

Three Grant Options



YIC Residential



YIC School-Based



YIC Supplemental



YIC Residential Grant

This grant is only available to LEAs who serve state-run or contracted human services programs, including Day Treatment, Detention, Long-term Secure Care, Residential Treatment, Shelter facilities or the Utah State Hospital. Grant amounts are determined based on human services program capacity, rather than on specific student counts.

STUDENT SUPPORT

Youth-In-Custody

Three Grant Options



YIC School-Based Grant

This grant is available to all LEAs who serve YIC students in any capacity, including students in foster care and other students receiving services from the Department of Human Services. Grant amounts are proportionally determined based on the percent of overall statewide YIC students whom an LEA serves.



YIC Supplemental Grant

The YIC supplemental grant is comprised of one percent of the total YIC budget allocation plus any rescinded funds from the previous year's allocation. It provides necessary flexibility for mid-year changes in human services programs.

In 2021, there were 3,257 YIC students served through 26 LEA YIC programs. This number includes students in foster care who are enrolled in traditional schools as well as students at 5 long-term secure centers, 11 juvenile detention centers, 12 Juvenile Justice Services Youth Services centers, 44 residential treatment centers, the Utah State Hospital, and other Department of Human Services programs.

STUDENT SUPPORT

Youth-In-Custody

Legislative Appropriations

2022

\$27,821,200

Ongoing
Appropriation

-

One-Time
Appropriation

\$27,821,200

Total
Appropriation

2021

\$25,980,500

Ongoing
Appropriation

-

One-Time
Appropriation

\$25,980,500

Total
Appropriation

2020

\$25,222,500

Ongoing
Appropriation

-

One-Time
Appropriation

\$25,222,500

Total
Appropriation

STUDENT SUPPORT

At-Risk Afterschool Meal Programs

The At-Risk Afterschool Meal Program (ASMP) is a component of the Child and Adult Care Food Program. It provides free, nutritious meals to kids and teens 18 and under during after school hours. Over 120 supervised locations in Utah offer a snack or meals that also provide regularly scheduled educational or enrichment activities. Locations typically open as school lets out for the day, but may also operate during weekends, holidays, and school vacations, excluding summer vacation. During the summer, the Summer Food Service Program is in operation.

ASMP sponsors handle administrative and financial oversight of the program. Public and private nonprofit organizations that can manage a food service program, such as schools, faith-based organizations, municipal parks, food banks, Boys and Girls Clubs, and local government agencies, are eligible to become sponsors. There are many different community locations that can serve as an ASMP site such as schools, community centers, and libraries. In general, each site must show that the site is located in an area of economic need.

ASMP Sites

- Distribute meals to children
- Provide a sheltered supervised area for eating
- Provide organized, supervised regularly scheduled education or enrichment activities
- Attend their sponsor's training
- Keep daily records of meals served
- Supervise meal service at their location

Title I, Part A

As mentioned in the Compliance, Monitoring, and Auditing section of the report, this funding provides financial assistance each year to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all students have equitable opportunities to meet challenging state academic standards. Funds are used to provide supplemental educational services and resources.

STUDENT SUPPORT

Title I, Part D: Services to Youth Who Are Neglected, Delinquent, or At-Risk

In Utah these funds primarily support critical transition services to youth under age 21 who are in state custody/care and are receiving services from the Utah Department of Human Services (DHS) for at least 30 days or more per year and are receiving public education services, mostly through the Youth-in-Custody program.

Services are provided in the following ways:

- Selected LEAs hire staff, education transition and career advocates, to provide transition-related services to eligible sites and youth while youth are in and after state care.
- DHS uses an annual grant of \$135,000 from these funds to provide primarily short-term, market-sensitive training leading to employment and/or generating critical education-related life skills.
- As referenced above, these services may supplement some services offered by the Youth-in-Custody program.

Annual funding is determined by:

- (a) the number of eligible students in Utah and
- (b) the floating per student dollar value as determined by the U.S. Department of Education. As the only state with a statutory waiver to federal allocation requirements, Utah may move funds among transition and/or academic services as needed. The amount of funding in recent years has been:
 - 2021-2022: **\$996,308**
 - 2020-2021: **\$946,212**
 - 2019-2020: **\$988,106**

Title VII, Part B: McKinney-Vento Homeless Education

As mentioned in the Compliance, Monitoring, and Auditing section of the report, this funding is designated to address the challenges that children and youth who are experiencing homelessness face in enrolling, attending, and succeeding in school.

STUDENT SUPPORT

Rural Students

Necessarily Existent Small Schools (53F-2-304)

The Necessarily Existent Small Schools (NESS) program assists school districts in operating schools in remote areas of the state and with small student populations. NESS schools typically do not generate sufficient revenues based on their Average Daily Membership (ADM) to cover the costs associated with running the school.

NESS maximum ADM thresholds

- 160 ADM for elementary schools (including kindergarten)
- 300 ADM for one or two-year secondary schools
- 450 ADM for three-year secondary schools
- 500 ADM for four-year secondary schools
- 600 ADM for six-year secondary schools

Legislative Appropriations

\$34,366,300
2020

\$38,034,900
2021

\$44,387,800
2021

STUDENT SUPPORT

Title V, Part B, Subpart 2: Rural and Low-Income School Program

This program is part of the Elementary and Secondary Education Act. The funding is to help rural districts improve services for students attending rural schools serving high numbers of students living in poverty, in order to meet the state's academic standards.

The U. S. Department of Education identifies LEAs in the state that are eligible to receive Rural and Low-Income School Program (RLISP) funds. The U. S. Department of Education awards funds to Utah each year, which are sub-granted to LEAs identified by the Department of Education on a formula basis. Utah has a limited number of rural districts that qualify in this category. The federal eligibility criteria are (1) 20 percent or more of children ages 5–17 served by the LEA are from families with incomes below the poverty line, and (2) all schools served by the LEA are designated by U. S. Department of Education rural designation codes.

Funds awarded to LEAs for RLISP must carry out initiatives designed to improve student achievement on the State's rigorous grade-level academic standards. Activities may include but are not limited to: teacher recruitment and retention through the use of signing bonuses or incentives for teaching in schools in remote areas or in very high-poverty schools; teacher professional development and mentoring; instructional coaching; afterschool enrichment programs; additional support for students who are English learners, immigrants, refugees, or other students in need of English language acquisition; bullying prevention; and parent and family engagement.

American Indian / Alaskan Native Students

In 2016, the Utah State Legislature passed Senate Bill 14, American Indian and Alaska Native Amendments, which received an appropriation of \$250,000 on going for the next five years to create a pilot program to fund stipends for, and recruitment, retention, and professional development of, teachers who teach in schools where at least 29 percent of students are American Indian or Alaska Native. Under this program, the State Board of Education distributes money to school districts or charter schools through a competitive grant process with Uintah School District receiving the grant. The overarching purpose of the program is to address the achievement gap of American Indian and Alaska Native students. In 2017, the Utah State Legislature passed House Bill 43, American Indian and Alaska Native Education Amendments, which received an appropriation of \$250,000 ongoing for the next four years to create a similar pilot program except adding the criteria that priority is given to schools located in a county of the fourth, fifth, or sixth class with significant populations of American Indians and Alaska Natives. San Juan School District receives these funds. **During the recent Legislative Session, SB14 and HB43 were combined into SB124 an on- going appropriation of \$355,000 awarded to both school districts.** Both school districts report annually to the Native American Legislative Liaison Committee.

STUDENT SUPPORT

American Indian / Alaskan Native Students

Title VI, American Indian Education

As mentioned in the Compliance, Monitoring, and Auditing section of the report, this funding is a formula grant for school districts who have a high concentration of American Indian/Alaskan Native students.

Students with Disabilities

Carson Smith Scholarships Program

The Carson Smith Scholarships Program was created to award scholarships to students with disabilities to attend an eligible private school. The scholarship is designed for students in pre-school through twelfth grades who would qualify for special education and related services in public schools whose parents choose an eligible private school. The process to determine special education eligibility is guided by the Individuals with Disabilities Education Act; the same requirements in place for special education services in public schools.

The amount of scholarship an individual receives is based on whether the student is enrolled in part day preschool or kindergarten or full day K-12 and the amount of special needs services a child is to receive each day. Scholarship amounts are based on the amount of the current year's weighted pupil unit (WPU). For students who receive an average of 180 minutes per day or more of special education services a full year scholarship is awarded which is not to exceed the lesser of: the value of the WPU multiplied by 2.5 or the private school tuition and fees. For a student who receives an average of less than 180 minutes per day of special education services the scholarship is not to exceed the lesser of: the value of the WPU multiplied by 1.5 or the private school tuition and fees. Thus, scholarships may not exceed the private school tuition and fees.

Funding for the Carson Smith Scholarships Program increases annually, based on growth, as required by statute.

Full-Day K-12 Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-179 minutes/day service level	\$1 ,428.38	\$5,713.50
180+ minutes/day service level	\$2,380.63	\$9,522.50

STUDENT SUPPORT

Students with Disabilities

Preschool or 1/2 Day Kindergarten Scholarship

Qualifying Minutes	Quarterly Scholarship	Annual Scholarship
1-89 minutes/day service level	\$785.61	\$3,142.40
90+ minutes/day service level	\$1,309.34	\$5,237.40

Legislative Appropriations

2022

\$7,006,100

Ongoing
Appropriation

\$900

One-Time
Appropriation

\$7,356,400

Total
Appropriation

2021

\$7,005,500

Ongoing
Appropriation

\$600

One-Time
Appropriation

\$7,006,100

Total
Appropriation

2020

\$6,654,100

Ongoing
Appropriation

\$200

One-Time
Appropriation

\$6,654,300

Total
Appropriation

STUDENT SUPPORT

Accelerated Students

Enhancement for Accelerated Students and Early College Programs

As detailed in the Supporting Transitions section of the report, the Enhancement for Accelerated Students and Early College programs are for the academic growth of students whose achievement is accelerated. These programs support students who demonstrate the need for opportunities with increased depth, complexity, and rigor. Program supports gifted/talented programs, AP, and the IB program.

Early College High School

Early College High Schools (ECHS) provide rigorous, supportive learning environments that blend high school and the first two years of college. They incorporate effective instruction and structural practices common to many small schools. The unique mission of the ECHS is to raise the high school graduation and postsecondary success rates of underserved youth.

Utah has six ECHS operating in partnership with seven of the state's higher education colleges and universities. These public charter high schools combine traditional high school classes, Concurrent Enrollment classes, and Early College on-campus classes to accelerate their student's progress. A large percentage of ECHS students graduate from high school with an associates degree. The high school pays the participating student's college tuition as part of their public education.

Students are selected by a lottery system. Students enter the schools in the 9th, 10th, or 11th grade, depending on the school. Students must meet requirements for Concurrent Enrollment and Early College classes. The program allows students to move into the college experience gradually over two or three years.

Utah's Early College High Schools

- Academy for Math, Engineering, and Science (AMES)
- InTech Collegiate High School
- Itineris Early College High School
- Northern Utah Academy for Math, Engineering, and Science (NUAMES)
- Success Academy
- Utah County Academy of Sciences (UCAS)



Supporting School Conditions for Student Learning

SUPPORTING SCHOOL CONDITIONS

The Utah State Board of Education supports districts and schools in creating and maintaining conditions for safe and healthy learning environments.

School Health and Safety Conditions in COVID-19

As mentioned in the beginning of the report, following the soft closures during the 2020 spring semester, schools were faced with the task of responding to the COVID-19 pandemic and reopening safely for the 2020-2021 school year. Focused on keeping students and school staff protected against the novel coronavirus, USBE released school reopening guidelines to articulate minimum elements and requirements for local school reopening plans. Resources included a problem-solving framework to assess and mitigate risk due to COVID-19. In addition USBE has led the distribution of statewide personal protective equipment (PPE) for LEAs including reusable masks for teachers and students, non-contact thermometers, disinfectant wipes, and hand sanitizer. Overall, school safety took center stage this year, emphasizing the ongoing, critical need to ensure safe and healthy learning environments.

School Construction and Facility Safety

The Utah State Board of Education (USBE) website provides resources to local education agencies (LEAs), school district and charter school administrators and facilities personnel, along with those involved with school facilities. These resources can be used as supports to better design, plan, build, and maintain efficient and effective school facilities, while maintaining the appropriate level of safety and security. Included within the website are the electronic versions of the "School Construction Resource Manual"; related law and administrative rules; construction forms; construction and inspection-related references; lists of school construction projects; and the "Emergency Preparedness Planning Guide for Utah Schools (EPP Guide)." The EPP Guide is mandated in R277-400: School Facility Emergency and Safety, and includes best-practices relative to Utah K-12 public school safety and security. The Strategic Plan Team for 3A recently updated this resource and it is available on the USBE Safe and Healthy Schools website.

School construction, maintenance, and operation must comply with all applicable building codes. The purpose of building codes is to establish the minimum requirements to provide a reasonable level of safety, public health, and general welfare.

SUPPORTING SCHOOL CONDITIONS

School Construction and Facility Safety

Buidling Codes Help By Checking:

- Structural strength
- Means of egress facilities
- Stability
- Sanitation
- Adequate light and ventilation
- Energy conservation;
- Safety to life and property from fire & other hazards attributed to the built environment
- Providing areas with a level of safety for emergency responders

As statutorily required by U.C.A. 53E-3-7: School Construction, USBE adopts construction guidelines to maximize funds used for public school construction and to reflect efficient and economic use of those funds. Board rule R277-471: School Construction Oversight, Inspections, Training and Reporting provides minimum requirements to safeguard public health, safety, and general welfare of occupants while using the most comprehensive, cost effective, and efficient design means and methods.

Title IV, Part A, Student Support and Academic Enrichment

As mentioned in the Compliance, Monitoring, and Auditing section of the report, the Student Support and Academic Enrichment program is intended to improve students' academic achievement by increasing the capacity of state educational agencies, local educational agencies, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning, including student health and safety; and improve the use of technology in order to improve academic achievement and digital literacy.

USBE School Safety Center

In the Board's strategic plan, one of the four goals for the education system is safe and healthy schools. In support of that goal, the Legislature passed (H.B) 120: Student and School Safety Assessment in the 2019 General Session, which created the State Safety and Support Program, which was later named the Utah State Board of Education (USBE) School Safety Center (SSC). The SSC consists of specialists from USBE, the Utah Division of Substance Abuse and Mental Health (DSAMH), the Utah Department of Public Safety (DPS), and SafeUT at the Huntsman Mental Health Institute (HMHI). The SSC works together to ensure the physical and emotional safety of each student through technical assistance, resources, training, materials, and promoting fair and equitable school safety best-practices in Utah schools. This includes multi-disciplinary teaming, school-based mental health, and evidence-based threat assessment. In the 2020-2021 school year the SSC established the School Safety Pilot Program, implemented the School Climate Survey, provided training in the Comprehensive School Threat Assessment Guidelines (CSTAG), and developed model policies to support LEAs with the implementation of threat assessment.

SUPPORTING SCHOOL CONDITIONS

School Safety Framework

Utah Framework for School Safety

Establishing a positive and supportive school culture

Providing digital safety measures

Mitigating student safe-school violations

Screening, training, and supporting school staff

Securing the building, grounds, and transportation

Attending to school-based mental health

Student health services

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Supporting Transitions

SUPPORTING TRANSITIONS

While in the K-12 public education system, the Utah State Board of Education works to provide programming and support so that every Utah student, through individual student planning, career pathways, and career literacy, is better prepared for the world of work or post-secondary educational opportunities. These programs and support include Concurrent Enrollment, the Enhancement for Accelerated Students Program, College and Career Readiness School Counseling, and the Career Development Credential.

Concurrent Enrollment

The Concurrent Enrollment (CE) program enables high school students to complete graduation requirements and earn college credit at the same time. The purpose of CE is to provide a challenging college-level experience for high school students. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Course offerings in Mathematics, Science, Social Studies, Language Arts, Fine Arts, Humanities, World Languages, Career and Technical programs, and Education have been implemented in high schools throughout the state.

Concurrent Enrollment courses are taught either at the high school or at a college site. Teachers may be regular college faculty members or high school teachers who have been approved for adjunct faculty status at the college. In rural areas, concurrent enrollment courses are frequently delivered on systems like EDNET and Zoom. Annually, over **40,000** students earn over **340,000** credit hours by participating in the concurrent enrollment program.

Legislative Appropriations

\$11,750,900

2020

\$12,104,100

2021

\$12,961,700

2022

Appropriated revenue is shared between the public and higher education systems. Funding is distributed in proportion to the number of credit hours earned and where the course was taken. Statute, 53F-2-409, requires that 60 percent of appropriated revenues be allocated to LEAs and 40 percent be allocated to the State Board of Regents if the LEA bears the cost of instruction. The percentages are flipped if the higher education institution primarily bears the cost of instruction.

Additional information on Concurrent Enrollment can be found in the Concurrent Enrollment Report toward the end of the document.

SUPPORTING TRANSITIONS

Enhancement for Accelerated Students and Early College Programs

The Enhancement for Accelerated Students and Early College programs are programs meant to enhance the academic growth of participating students whose academic achievement is accelerated. These programs support students who demonstrate the need for instructional opportunities with increased depth, complexity, and/or rigor. Program funding supports gifted and talented programs, Advanced Placement (AP), and the International Baccalaureate (IB) program. Despite the funding coming from one appropriation, as a result of Senate Bill 151 in the 2020 General Session, statutorily the programs are now separated into the Enhancement for Accelerated Students and Early College programs.

Enhancement for Accelerated Students

Gifted and Talented Programs

Gifted and talented programs serve students in grades K-8 who the LEA identifies as having an ability that is significantly above the typical ability of a student within the same age group in general intellectual ability, specific academic fields (i.e., language arts, mathematics, science), or creative thinking. Multiple measures used for identification must account for bias.

Early College Programs

Advanced Placement

The Advanced Placement program offers high school students the opportunity to take college-level courses while attending secondary school. AP courses are more rigorous than other high school offerings.

International Baccalaureate

The International Baccalaureate consists of three programs:

- Primary Years Program (Ages 3-12)
- Middle Years Program (Ages 12-16)
- Diploma Program (Ages 16-19)

All three programs require study in a broad range of subjects including content in cultural education. Special emphasis in language acquisition and language development, the development in the skills of learning, opportunities for individual and collaborative planning as well as a community service component requiring action and reflection, complement the course of study in the IB programs. Concurrent Enrollment is an Early College Program.

SUPPORTING TRANSITIONS

Enhancement for Accelerated Students

Legislative Appropriations

\$5,219,100

2019

\$5,483,300

2020

\$5,648,100

2021

Enhancement for Accelerated Students program funding is allocated as follows: IB programs receive the greater of 1.5 percent or \$100,000; LEAs receive 60 percent of program funding to support Gifted and Talented programs; and the remaining funds support AP programs.

SUPPORTING TRANSITIONS

College and Career Readiness School Counseling (53E-2-304)

School counselors also serve to support transitions. School counselors help students make successful transitions from grade level to grade level, set future goals which include selecting college and career pathways, and establish career literacy. Career literacy is the basic knowledge and skills that students need to navigate the future work environment.

Beginning with school counseling programs in the 1980s, Utah school counselors have strived to develop and continuously improve a school counseling model that understands and meets students' needs. Vast changes in technology, college expectations, school accountability, the needs of the employers, essential workforce skills, personal challenges for students, and expectations of parents, have impacted the services provided to students through Utah College and Career Readiness School Counseling Programs.

In 2020, the Third edition of the Utah College and Career Readiness School Counseling Program Model was implemented. This edition, which was updated in 2018, strongly emphasizes college and career readiness for each student and the counselor's role in helping students realize positive postsecondary outcomes. The framework is student-centered, data-driven, counselor-implemented, and systemic in nature so that students complete high school with the social capital necessary to participate fully in a global society. Furthermore, the redefined approach moves the school counseling profession beyond traditional, process-oriented practices frequently detached from the curriculum to transformational, outcome-oriented practices characterized by embedded student activities and evidence-based accountability.

College and Career Readiness Plan

The Plan for College and Career Readiness is Utah's statewide approach for helping students develop individual learning plans that include personal academic and career goals, associated coursework and pathways, and evidence of progress and achievement. A plan for college and career readiness is a plan developed by a student and the student's parent, in consultation with the school counselor that:

- Is initiated at the beginning of grade 7
- Identifies a student's skills and objectives
- Maps out a strategy to guide a student's course selection
- Links a student to post-secondary options, including higher education and careers

SUPPORTING TRANSITIONS

College and Career Readiness School Counseling (53E-2-304)

Through the Plan for College and Career Readiness process, school counselors help students explore educational, career and social/emotional opportunities, expectations or requirements. This includes support and recommendations for exploring services and opportunities available at the school and community, making appropriate course selection and changes to course schedule, determining meaningful educational goals and selecting programs of study that support the student's 4-year and next-step plans.

Career Development Credential

In 2018 the State Board gave final approval for R277-705 Secondary School Completion Diploma which provides a standard for awarding a career development credential. The intent of the change is to increase opportunities for students with disabilities to meaningfully participate in their educational programs, while acquiring the necessary skills to gain employment post high school. The credential is intended to be earned in conjunction with a regular high school diploma or alternate diploma and does not replace either. Students with an IEP or Section 504 plan may be awarded a career development credential if they meet requirements of a "career focused work experience" prior to leaving school. The career experience must be consistent with state and federal law, the student's IEP or Section 504 plan, and prior to receiving the credential, the student must earn credit in core academic content areas. Additionally, the credential requires **120 hours** of community-based work experience, completion of a transition curriculum class or coursework, and 0.5 credits in an internship. Students who may struggle to find employment, including those in rural areas, have the option of working through a vocational rehabilitation counselor.



Legislative Reports

CONCURRENT ENROLLMENT REPORT

STATUTORY REQUIREMENT

U.C.A. Section 53E-10-308 requires the State Board of Education and the State Board of Regents to submit an annual written report to the Public Education Appropriations Subcommittee and the Higher Education Appropriations Subcommittee on student participation in the concurrent enrollment program. The report includes (i) data on the higher education tuition not charged due to the hours of higher education credit granted through concurrent enrollment; (ii) tuition or fees charged for concurrent enrollment; (iii) an accounting of the money appropriated for concurrent enrollment; and (iv) a justification of the distribution method for the concurrent enrollment funding.

BACKGROUND

The purpose of concurrent enrollment (CE) is to provide prepared high school students with a challenging and rigorous college-level experience. Students in the program receive both college and high school credit. The program allows students to become better prepared for the world of work or to complete selected college courses corresponding to the first year of coursework at a Utah public college or university. Concurrent enrollment offerings in mathematics, science, social studies, language arts, fine arts, humanities, world languages, career and technical programs, and education are offered in high schools throughout the state. During the 2020-2021 school year, 186 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 45 charter schools earned concurrent enrollment credit.

CONCURRENT ENROLLMENT PARTICIPATION

During the 2019-2020 school year, 43,916 students participated in concurrent enrollment courses. This number represents an 11.4% increase (5,009 students) from the 2018-2019 school year. These students earned 323,749 credit hours, which is an 11.7% increase (38,039 credit hours) from the 2018-2019 school year (see Table 1 and Appendix A).

Table 1. Student Participation in the Concurrent Enrollment Program

	2019-2020 SY	2019-2020 SY
Students who participated in Concurrent Enrollment <i>Total Distinct Headcount</i>	43,916	46,155
Number of Credit Hours Attempted	341,813	360,718
Number of Credit Hours Earned	323,749	341,224

Source: Utah System of Higher Education & Utah State Board of Education, see Appendix A

CONCURRENT ENROLLMENT REPORT

While student participation in the concurrent enrollment program is increasing, program participation is not equitable among student groups. Table 2 illustrates program participation by race/ethnicity for 2019-2020 and the percentage of each student group in the total K-12 population.

Table 2. 2020-2021 Concurrent Enrollment Participation by Race/Ethnicity

	Participation	Total K-12 Population
Native American/Alaskan	0.5%	1.0%
Asian	1.8%	1.6%
Black / African American	0.6%	1.3%
Hispanic	9.9%	18.8%
Pacific Islander / Hawaiian	0.6%	1.6%
Two or More Races	2.6%	3.3%
White	83.9%	72.4%

Source: USHE & USBE, see Appendix A, & USBE Data and Statistics

The increases in concurrent enrollment participation include both general education and career and technical education (CTE) courses (see Table 3 and Appendix A).

Table 3. Course Enrollment & Credit Type Earned in the Concurrent Enrollment Program

	2019-2020 Enrollment	2019-2020 Earned Credits	2020-2021 Enrollment	2020-2021 Earned Credits
General Education	-	-	-	-
Courses	78,044	245,792	91,910	245,792
Other CTE Courses	24,070	68,274	24,573	68,274
Other Academic Courses	3,413	9,683	2,551	9,683
Total	105,527	323,749	119,034	323,749

Source: USHE & USBE, see Appendix A

CONCURRENT ENROLLMENT REPORT

As a result of the increased credits earned, Utah students saved \$62.7 million in tuition costs during the 2020-2021 school year. This number represents an additional \$8.6 million saved in tuition costs during the 2019-2020 school year compared to the prior year.

CONCURRENT ENROLLMENT TUITION AND FEES

In U.C.A. 53E-10-305, the State Board of Regents or institutions of higher education may not charge tuition or fees for a concurrent enrollment course except as specified in statute. The State Board of Regents may charge a one-time fee for a student to participate in the program and an institution of higher education may charge a one-time admission application fee for concurrent enrollment course credit offered by the institution of higher education. An institution of higher education may charge partial tuition of no more than \$30 per credit hour for a concurrent enrollment course for which a student earns college credit. Eligible students who qualify for free or reduced price school lunch may not be charged more than \$5 per credit hour. If the concurrent enrollment course is taught at a local education agency by an eligible instructor, students may not be charged more than \$10 per credit hour. Students may not be charged more than \$15 per credit hour for a concurrent enrollment course that is taught through video conferencing. In practice, all USHE institutions charge \$5 per CE credit hour. The one-time application fee ranges from \$35 to \$50.

CONCURRENT ENROLLMENT APPROPRIATION

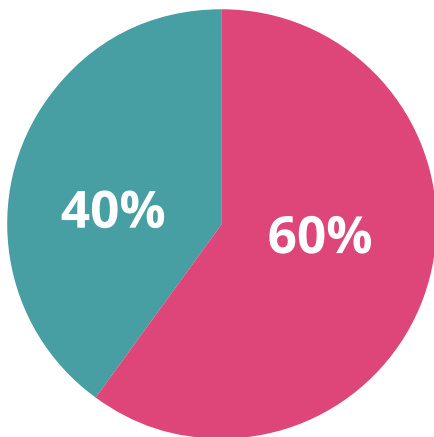
For fiscal year 2021, the Legislature appropriated \$12,961,700 from the Education Fund for the concurrent enrollment program through the Minimum School Program. Subject to budget constraints, the Legislature annually increases the money appropriated for concurrent enrollment in proportion to the percentage increase over the previous school year in concurrent enrollment and the value of the weighted pupil unit. This funding formula is in effect beginning with FY 2022 with the passage of House Bill 409 (2020 General Session). Prior to FY 2022, funding for concurrent enrollment was based on increases in kindergarten through grade 12 student enrollment. In addition to state funds, local school districts also use local property tax revenues to support the program. Those local revenue sources are not included as part of the state budget. Additionally, the Legislature appropriates funding for the concurrent enrollment program through the Higher Education budget. This funding was \$486,700 in FY 2022.

CONCURRENT ENROLLMENT FUNDING DISTRIBUTION

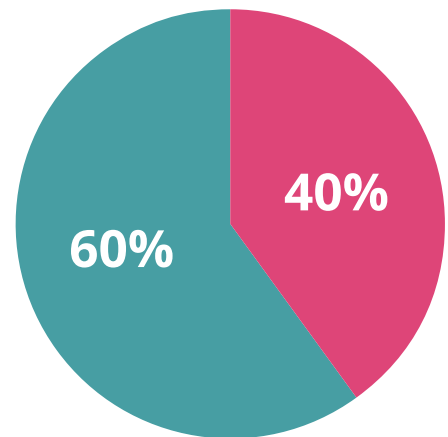
The concurrent enrollment state appropriation is allocated to participating local education agencies and the State Board of Regents. The State Board of Education allocates the funding in proportion to the number of credit hours earned for courses taken based on who primarily bears the cost of instruction. When the LEA primarily bears the cost of instruction, the State Board of Education distributes 60 percent of the funds to LEAs and 40 percent to the State Board of Regents. When an institution of higher education primarily bears the cost of instruction, the State Board of Education distributes 40 percent of the money to LEAs and 60 percent to the State Board of Regents.

CONCURRENT ENROLLMENT REPORT

LEA primarily bears the cost of instruction



Institution of higher ed primarily bears the cost of instruction



State Board of Regents



Local Education Agency

Using the outlined percentages, the State Board of Education and the Utah System of Higher Education base the distribution on the match of enrollment data. The match is a two-tier process that uses student data and course code data to determine where allotted funds are distributed. As outlined in R277-701, concurrent enrollment funds may not be distributed to an LEA for reimbursement of a concurrent enrollment course:

- That is not on the master course list;
- For a student who has exceeded 30 semester hours of concurrent enrollment for the school year;
- For a concurrent enrollment course repeated by a student; or
- Taken by a student (i) who has received a diploma; (ii) whose class has graduated; or (iii) who has participated in graduation exercises.

A local education agency shall receive a prorated amount of the funds appropriated for concurrent enrollment according to the number of semester hours successfully completed by students registered through the LEA in the prior year compared to the state total of completed concurrent enrollment hours. Similarly, in the State Board of Regents' Policy R165, each institution receives a prorated amount according to the number of semester hours completed.

Utah State Board of Education and Utah System of Higher Education 2020-21 Concurrent Enrollment Summary Data December 13, 2021

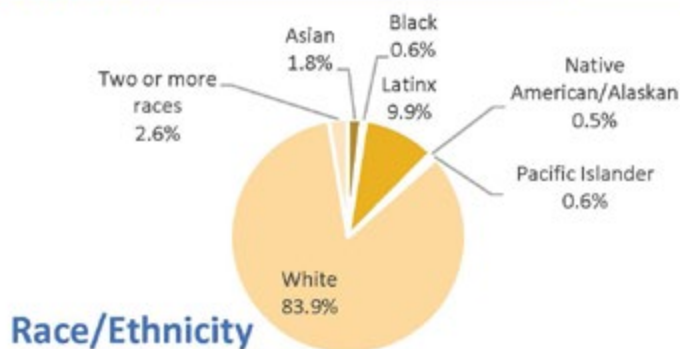


During the 2020-21 year, 190 public, charter, and alternative high schools participated in the concurrent enrollment program. Students from 41 districts and 39 charter schools earned concurrent credit. Below find finalized end of year data. Final 2019-20 data is provided for comparison.

Student Participation	19-20	20-21	Change
Number of Students who participated in Concurrent Enrollment (<i>total distinct headcount</i>)	43,916	46,155	4.9%
Number of Credit Hours attempted	341,813	360,718	5.2%
Number of Credit Hours earned	323,749	341,224	5.1%

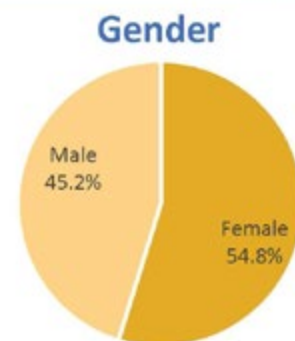
Type of Delivery (earned credit)	19-20	20-21		19-20	20-21
Credit Hours delivered Face-to-Face	290,967	304,034	Credit Hours taught by USHE faculty	44,337	43,021
Credit Hours delivered via Technology	32,782	37,190	Credit Hours taught by adjunct instructors (teachers)	279,412	298,203

USHE / Credit Type Earned	19-20		20-21	
	No. Enrollments	Earned Credits	No. Enrollments	Earned Credits
General Education Courses TOTAL	85,991	245,792	91,910	263,830
<i>General Education Courses</i>		223,817		232,471
<i>CTE Courses that fulfill GenEd Requirements</i>		21,975		31,359
Other CTE Courses	24,070	68,274	24,573	70,280
Other Academic Courses	3,413	9,683	2,551	7,114
Total Registrations	113,074	323,749	119,034	341,224



Distinct Headcount by Ethnicity	19-20	20-21
Asian	817	839
Black	356	291
Latinx	4,614	4,569
Native American/Alaskan	237	222
Pacific Islander	327	282
White	36,468	38,733
Two or more races	1,097	1,219
Distinct Headcount by Gender	19-20	20-21
Female	24,028	25,291
Male	19,888	20,864
Total	43,916	46,155

Program Participation by USHE Institution	Enrollments 19-20	Credits Earned 19-20	Enrollments 20-21	Credits Earned 20-21
University of Utah	1,185	3,559	1,568	4,592
Utah State University	11,635	34,706	11,769	35,365
Weber State University	31,070	86,604	34,121	95,590
Southern Utah University	3,026	8,028	3,404	9,015
Snow College	5,609	15,943	5,216	14,976
Dixie State University	8,657	23,643	9,694	26,457
Utah Valley University	31,518	90,604	32,451	93,721
Salt Lake Community College	20,374	60,662	20,811	61,508
Total	113,074	323,749	119,034	341,224



\$67.2 million
in tuition saved by
students taking
concurrent
enrollment classes

CORE STANDARDS

U.C.A. Section 53E-4-202 requires the Utah State Board of Education to report annually on the development and implementation of the core standards for Utah public schools, including the timeline established for the review of the core standards for Utah public schools by a standards review committee and the recommendations of a standards review committee established under Section 53E-4-203.

Background

When core standards are up for review or revision, the Board has designated a thirteen-step process for standards revision. The process is informed by both Utah Administrative Code and the Utah State Board of Education Board Policy. The thirteen-step process is depicted in the figure below. More details regarding this process are available on USBE's website under Teaching and Learning.

Revised Standards Adopted in FY 2020

During school year 2020-2021, the Utah State Board of Education continued its work on the Elementary Social Studies core and the PreK-12 English Language Arts core standards. The Social Studies standards are expected to be released Summer of 2022 with English Language Arts later in the fall.

Social Studies

On August 1, 2019, the Board approved staff beginning the standards revision process for the Elementary Social Studies Standards, using the USBE-approved procedure. The standards review committee met in November of 2019 and recommended a revision of the current standards as well as additional recommendations for consideration during revision. Those recommendations were reported to the Standards and Assessment Committee of the USBE. The standards writing committee of experienced elementary teachers and LEA social studies specialists has completed the initial draft and released the draft for public comment. The standards are expected to be available in Summer 2022 and fully implemented in school year 2023-2024.

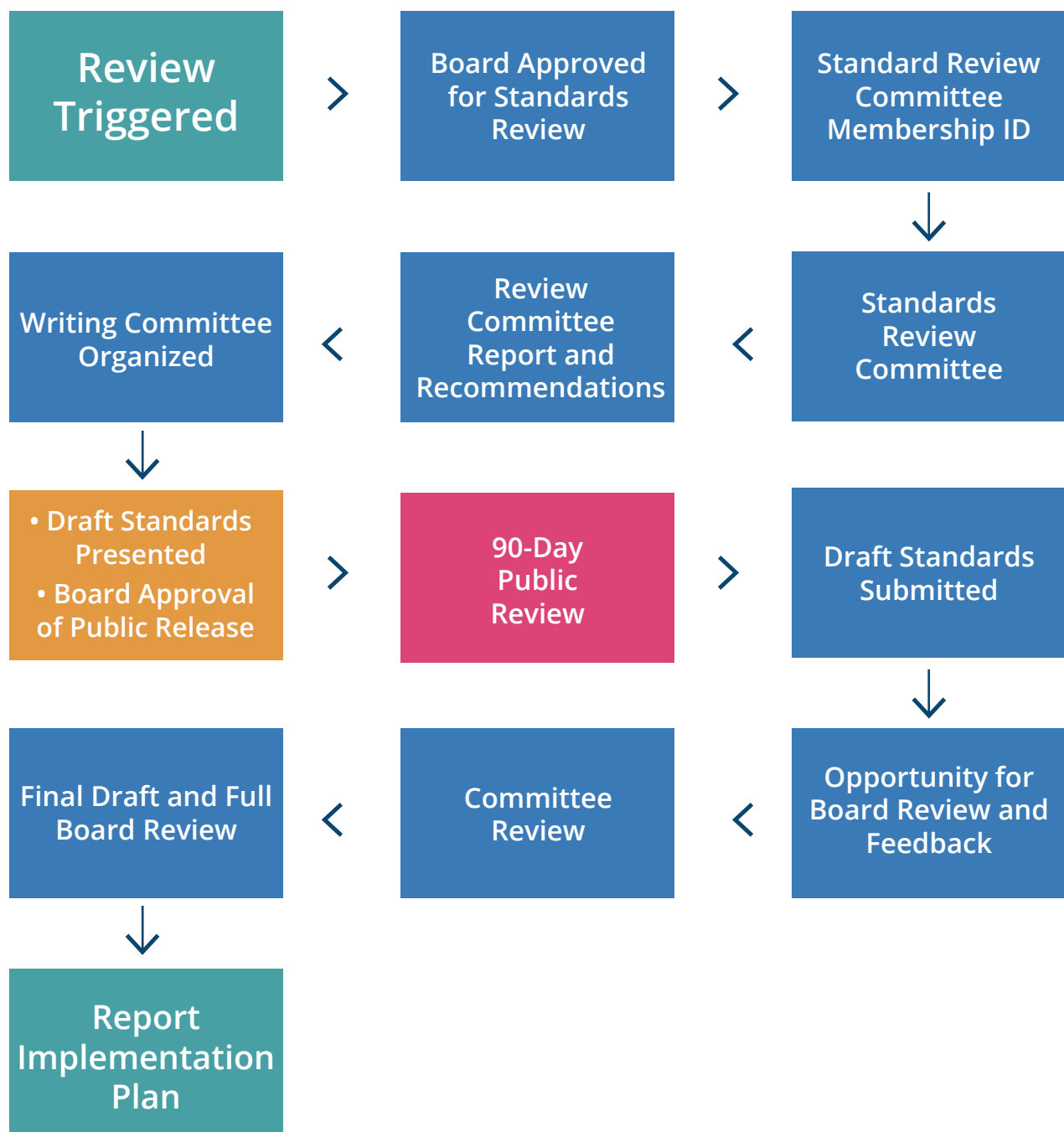


CORE STANDARDS

English Language Arts

In the fall of 2020, the Board approved staff to beginning the standards revision process for the PreK-12 English Language Arts core standards. During 2021, the writing committee continued to redesign the English Language Standards. The draft of the new standards is expected in early 2022 for public review and feedback with release of the new standards in late 2022.

Utah State Board of Education Standards Revision Process



CTE ANNUAL REPORT

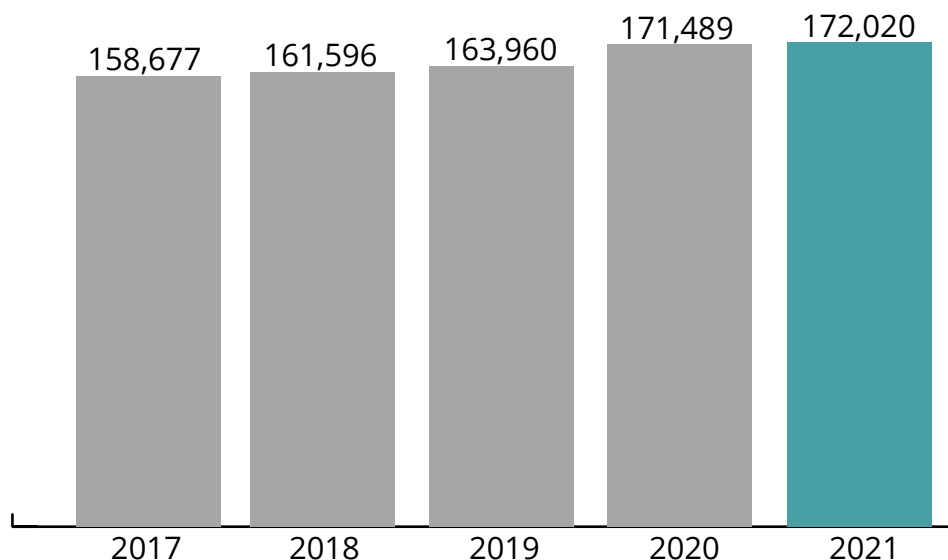
U.C.A. Section 53E-3-507 provides that the Utah State Board of Education shall, after consulting with school districts, charter schools, and the Utah Board of Higher Education, technical colleges, and degree-granting institutions that provide technical education described in Section 53B-2a-201, prepare and submit an annual report detailing how career and technical education needs of secondary students are being met, and what access secondary students have to programs offered at the Technical Colleges and within the regions served by degree-granting institutions that provide technical education.

The Utah State Board of Education provides leadership for career and technical education in the state's public secondary schools, with LEAs providing 93 percent of the instruction. Additionally, through coordinated, collaborative, and creative partnerships with post-secondary education including technical colleges and degree-granting institutions that provide technical education, LEAs assure efficient and effective career and technical education delivery.

Data for the 2020-2021 School Year

- Enrollment in LEA Career and Technical Education courses increased by 0.3% (531 students) in 2020-2021 to 172,020 – up from 171,489 students in 2019-2020
- LEA Career and Technical Education average daily membership (ADM) decreased 14% (4113 ADM) in 2020-2021 to 24,394 – down from 28,507 in 2019-2020 due to impacts of COVID.
- The total membership hours for LEA CTE courses decreased 14% (5,382,582 hours) in 2020-2021 to 31,697,244 – down from 37,079,826 in 2019-2020 due to impacts of COVID.
- LEAs delivered 93% of all career and technical education membership hours in grades 9-12.
- 80 secondary students received CTE scholarships and tuition awards.

LEA CTE Enrollment Over Time



CTE ANNUAL REPORT

Work-Based Learning

Work-based learning means a continuum of awareness, exploration, preparation, and training activities that combine structured learning and authentic work experiences implemented through industry and education partnerships. Through work-based learning, students have the opportunity to see how classroom instruction connects to the world of work and future career opportunities. During the 2020-2021 school year, 3,749 students participated in work-based learning activities including internships and apprenticeships.

College and Technical Student Organizations (CTSOs)

CTSOs prepare students for individual and group leadership responsibilities and enhance career and technical education in Utah through the co-curricular network of programs, business and community partnerships, and leadership experiences at the school, state, and national level. During the 2020-2021 school year, 15,144 students are members of CSTOs including DECA, Educators Rising, FBLA, FCCLA, FFA, HOSA, SkillsUSA, and TSA.

College and Career Awareness

College and Career Awareness is a year-long middle school course designed to increase awareness of college and career pathways. Students explore high school, college, and career options based on individual interests, abilities, and skills. Students investigate high-skill and /or in-demand jobs in the Utah labor market while developing workplace skills. In the 2020-2021 school year, 45,262 middle school students participated in the program.

Partnering with Industry

Each of Utah's eight regional CTE planning councils meet regularly to identify high demand occupations that are important to the region as well as the availability of coordinated CTE offerings in the regions. Additionally, CTE works closely with GOED and DWS to partner with various industry groups to develop industry-led programs, giving students the opportunity to develop skills necessary to enter high demand, high skill, high wage careers upon graduation.

The Return on Investment for Secondary CTE

CTE Career and technical education is an integral component of secondary education in Utah. Not only does CTE play an important economic role in Utah, it provides educational and occupational pathways for all secondary students.

CTE ANNUAL REPORT

The Return on Investment for Secondary CTE

CTE Cost of Services

- The FY 2021 Secondary CTE Add-on Allocation was \$108,979,500.
- LEAs are required to expend an amount equivalent to the regular WPU for students in approved CTE programs. For FY 2021, the budgeted minimum qualifying expenditure for this maintenance of effort (MOE) is calculated to be \$100,957,681. The actual audited MOE expenditures are not available until spring 2022.
- The total cost of service for FY 2021 was \$6.62 per membership hour. In FY 2020 the cost of service was \$5.30 per membership hour.

CTE Works for High School Students

- In Utah, 96 percent of secondary students who are CTE concentrators graduate compared to Utah's graduation rate of 88 percent statewide.
- Utah secondary students can earn skill certifications through participating in CTE programs. Even while testing was impacted by the pandemic in SY 2021, there were 75,616 CTE skill certifications and third-party certifications awarded.

Utah Board of Higher Education Secondary Programs

Utah's colleges and universities are important partners in providing a full range of career and technical education offerings to secondary students through concurrent enrollment and other articulation agreements that result in credit.

Technical Colleges

Technical Colleges are delivering value-added services to secondary students in many areas of the state.

- Technical college secondary student headcount decreased by 2.8% (274 students) in 2020-2021 to 9,557 students – down from 9,831 students in 2019-2020.
- Membership hours for secondary students at technical colleges decreased by 4.5% (92,086 hours) in 2020-2021 to 1,929,506 down from 2,021,592 in 2019-2020.
- In 2020-2021, technical colleges and degree-granting institutions provided 7% of the total high school CTE program opportunities statewide (as measured in membership) in grades 9-12.

CTE ANNUAL REPORT

Utah State University Eastern

In the 2007 General Session, the Southeast Applied Technology College was merged with the College of Eastern Utah. In 2011, the College of Eastern Utah became Utah State University (USU) Eastern. The 2007 legislation required USU Eastern to continue to serve secondary students at no charge, and to work to provide services to the outlying school districts in the region. USU Eastern can provide credit or non-credit to high school students.

Snow College

In the 2003 General Session, House Bill 161 merged the Central Applied Technology College with Snow College. The bill required Snow College to continue serving secondary students at no charge, and to work to provide services to the outlying school districts in the region. Snow College can provide credit or non-credit to high school students. Snow College Richfield continues to provide programs to secondary students in the Central region.

Salt Lake Community College

Through its School of Applied Technology, Salt Lake Community College is to serve the needs of secondary students in the Wasatch South region with the exception of Tooele County.

Concurrent Enrollment

Concurrent enrollment in career and technical education coursework is provided to high school students with credit granted by high schools as well as cooperating credit-granting colleges or university. In the 2020-2021 school year, secondary students earned 101,532 concurrent enrollment credits in CTE. Concurrent enrollment opportunities are a critical component in high school to college and career pathways. Pathways are developed to open more career and technical education opportunities for secondary students in higher education.

Hospitality and Tourism Management CTE Pilot Program

U.C.A. Section 53E-3-515 requires the Utah State Board of Education to report annually on this program describing how many local education agencies and how many students are participating in the pilot program.

This program is funded through a tax established in Senate Bill 264, Outdoor Recreation Grant Program (2017 General Session). The bill took effect on January 1, 2018. For the 2020-2021 school year, the total number of LEAs participating in Hospitality and Tourism Pathways is 16 (22 high). For the 2020-2021 2019-2020 school year, the total number of students enrolled in Hospitality and Tourism Pathway courses was 643 2,080 students.

DROPOUT PREVENTION AND RECOVERY REPORT

U.C.A. Section 53G-9-802 requires the Utah State Board of Education to submit an annual report on dropout prevention and recovery including a summary of dropout prevention and recovery services provided by local education agencies. This report has been submitted annually since 2017.

Background

In the 2016 General Session, House Bill 443, School Dropout Prevention and Recovery, enacted provisions regarding a school's responsibility to provide dropout prevention and recovery services. This bill established reporting requirements for local education agencies (LEAs) to annually submit a report to the Utah State Board of Education (USB E) on dropout prevention and recovery services including:

- The methods the LEA or third party uses to engage with or attempt to recover designated students;
- The number of designated students who enroll in a program;
- The number of designated students who reach the designated students' attainment goals; and
- Funding allocated to provide dropout prevention and recovery services.

Methodology

The USB E surveys LEAs to gather the information required in 53G-9-802. Local education agencies are authorized to count a student who graduates on or before September 30 of the following school year for purposes of determining the graduation rate from the previous year. As a result, for this report, 2020-2021 school year data were used. The limitations of the data used include the potential for misreported data since the data are self-reported.

Delivery Systems for Designated Students

All local education agencies provide support and programs for designated students for dropout prevention and recovery. As defined in Board Rule R277-606 (and in statute 53G-9-801), a designated student means a student

- Who has withdrawn from a secondary school prior to earning a diploma;
- Who was dropped from average daily membership; and
- Whose cohort has not yet graduated; or
- Who is at risk of meeting the above criteria, as determined by the student's LEA, using specified risk factors.

DROPOUT PREVENTION AND RECOVERY REPORT

Board Rule R277-606 defines risk factors as:

- Low academic performance, as measured by grades, test scores, or course failure;
- Poor behavior, as measured by office disciplinary referrals, suspensions, or expulsions; and
- Absenteeism, whether excused or unexcused absences, and including days tardy and truant.

Local education agencies and third-party providers use a variety of methods to engage with or attempt to recover designated students, as depicted in the figure below. In many LEAs, multiple delivery systems are utilized concurrently.

Delivery Systems for Designated Students



Of the local education agencies surveyed that report having designated students, 36 percent worked with a third-party provider (from the private sector or another LEA) in the 2020-2021 academic year to support students who have dropped out or are at risk of dropping out.

DROPOUT PREVENTION AND RECOVERY REPORT

Designated Students Enrolled

For the 2020-2021 school year, of the surveyed LEAs reporting designated students, 86.5 percent of students who have dropped out or at risk of dropping out entered into a recovery program. This percentage is lower than last year.

Attainment Goals

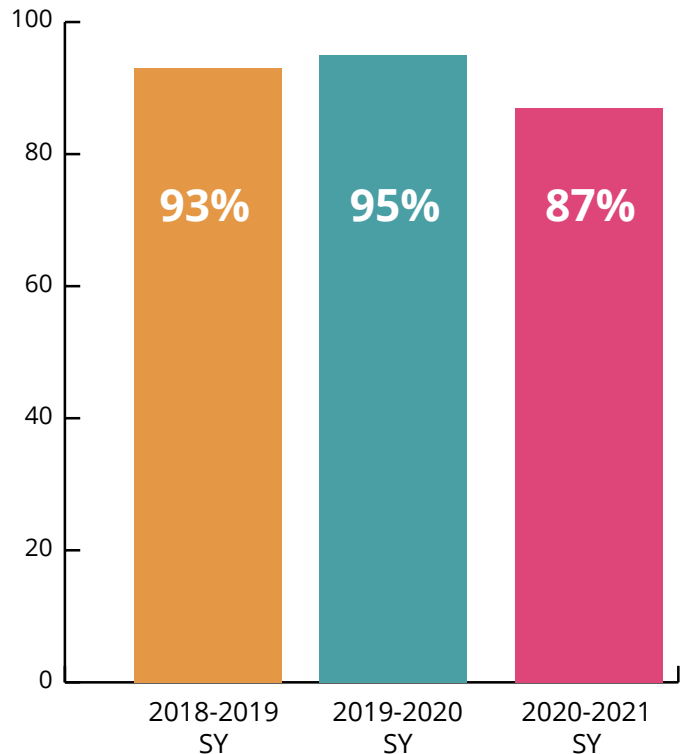
The purpose of dropout prevention and recovery is for designated students to reach their attainment goals, as defined in statute 53G-9-801.

An attainment goal means earning:

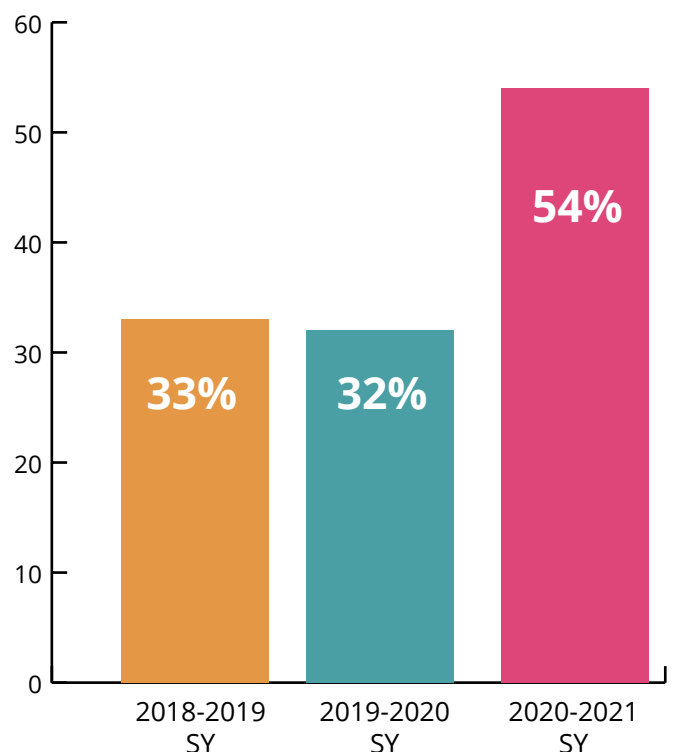
- A high school diploma;
- A Utah High School Completion Diploma, as defined in State Board of Education rule;
- An Adult Education Secondary Diploma, as defined in State Board of Education rule; or
- An employer-recognized, industry-based certificate that is: (i) likely to result in job placement; and (ii) included in the State Board of Education's approved career and technical education industry certification list.

For the 2020-2021 school year, LEAs reported that 54.3 percent of enrolled students achieved their attainment goals. This percent is a significant increase compared to last year's report where 31.7 percent of enrolled students achieved their attainment goals.

Percentage of Designated Students Enrolled



Percent of Enrolled Students Achieving Attainment Goals



DROPOUT PREVENTION AND RECOVERY REPORT

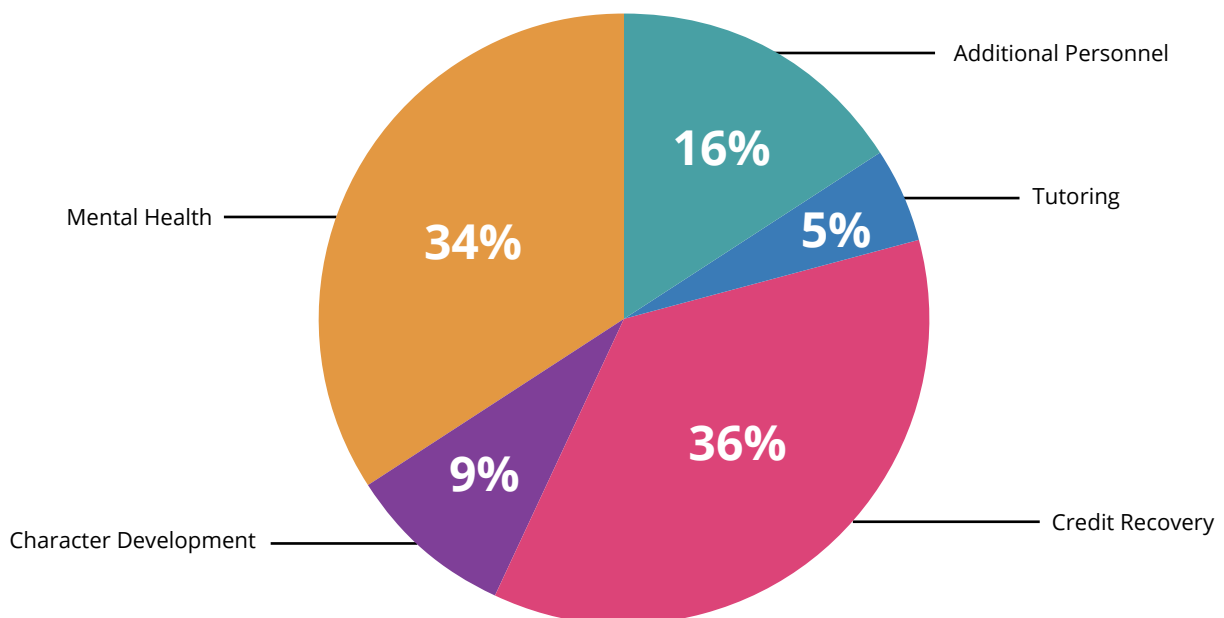
Funding for Dropout Prevention and Recovery

In fiscal year 2021, LEAs collectively allocated about \$10,794,852.05 to deliver support to students who have dropped out who responded to the survey, or are at risk of dropping out. The maximum reported allocation was about \$3920,959.00 by a single school district to support 1141 enrolled students with 51 percent of those students (575) reaching goal attainment. Excluding LEAs reporting zero dollars allocated in funding, the lowest funding amount was about \$20 reported from an LEA with 41 designated students enrolled and that student achieving their attainment goal. The average reported funding from surveyed LEAs was about \$368,700, a little over half of last year's average of \$654,200, and the median funding amount was about \$34,000 (both excluding any LEAs reporting zero dollars).

In terms of expenditures, dropout prevention and recovery funding was spent on credit recovery, character development, mental health services, hiring additional personnel to offer support, tutorial services, or other services. Examples of other services include, but are not limited to, mentoring, at-risk programs, credit recovery curriculum development, and translation services for parent meetings.

Of the \$10,794,852.05 allocated funds spent to deliver supports to students:

- \$3,916,643.94 was spent on Credit Recovery
- \$977,215.18 was spent on Character Development
- \$3,618,448.93 was spent on Mental Health
- \$1,751,904.00 was spent on Additional Personnel
- \$527,924.00 was spent on Tutoring
- \$2,716.00 was spent on Other services



2020-2021 EARLY LITERACY REPORT

U.C.A. Section 53F-2-503 requires the State Board of Education to submit an annual report on the Early Literacy Program. The report shall include (i) student learning gains in reading for the past school year and the five-year trend; (ii) the percentage of third grade students reading on grade level in the past school year and the five-year trend; (iii) the progress of charter schools and school districts in meeting goals stated in their plans for student reading proficiency; (iv) the specific strategies or interventions used by school districts or charter schools that have significantly improved early grade literacy proficiency. This report has been submitted annually since 2013.

Background

The Early Literacy Program focuses on the development of early literacy skills, with additional emphasis on intervention for students at risk of not meeting grade-based reading benchmarks.

- Districts and charter schools (LEAs) assess, and report to the state, students' reading composites and benchmarks three (3) times a year using the Acadience Reading (formerly DIBELS) assessment. The results of those assessments are reported here.
- The Utah State Board of Education (USBE) uses a Statewide Student Identifier (SSID) to accurately track each student. This allows for analysis of the short- and long-term effects of instruction.
- End of year assessments were not completed in the end of the 2019-2020 school year (SY 2020), due to the COVID-19 Pandemic soft school closures. As such, many of the charts in this report omit SY 2020 data. (The SY 2020 Early Literacy report looks at beginning of year to middle of year data, and thus, is not comparable with data in this report, which primarily looks at beginning of year to end of year data.)

Findings

Reading benchmark rates declined in SY 2021 as compared with pre-pandemic years.

- First graders had the most improvement throughout the year. At the beginning of the 2020-2021 school year (SY 2021), the percentages of first graders who met grade-level based reading benchmarks and beginning of year were 47% and 59% at end of year.
- Nearly all demographic groups saw a decline of 5 percentage points or more compared with SY 2019. The one exception is students who identify as Asian, which had a decline of only 1 percentage point.

2020-2021 EARLY LITERACY REPORT

Early Literacy Program

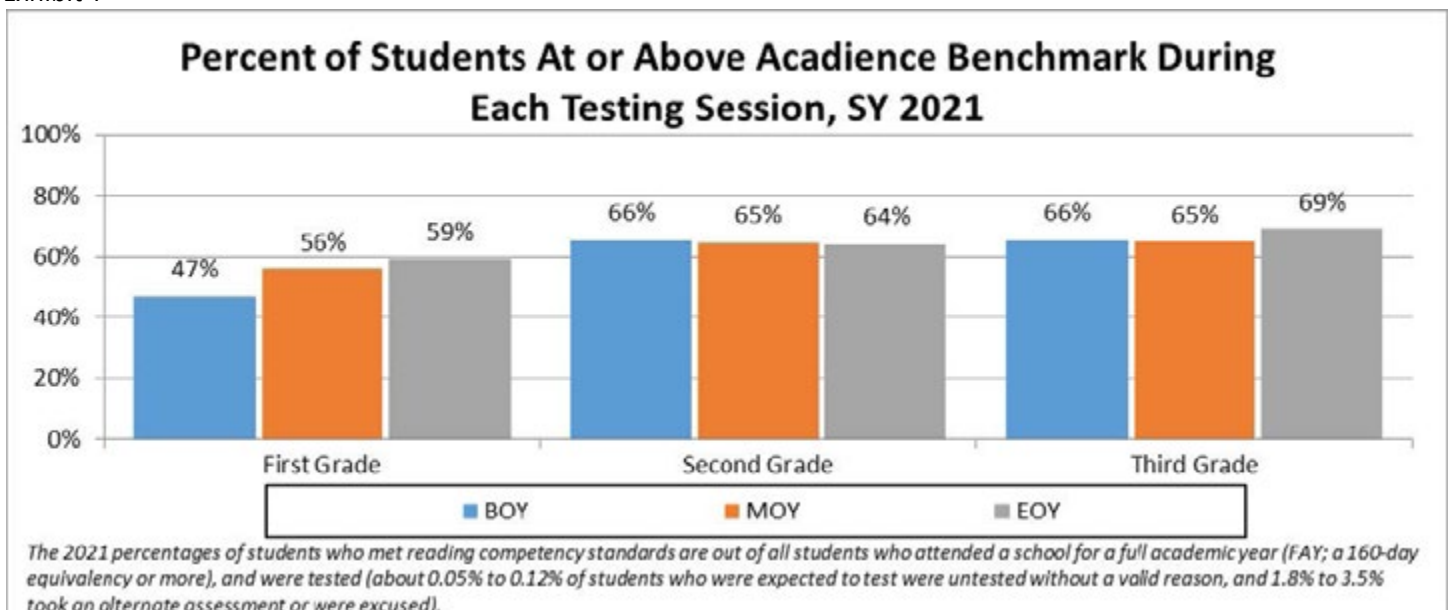
The Early Literacy Program focuses on the development of early literacy skills in all students, with additional emphasis placed on intervention for “at-risk” students. Resources available to aid these students include interventions and supports for students in grades kindergarten through third grade, standards and assessments for testing and monitoring reading benchmark status three times per year in grades 1-3, ongoing professional learning, and the use of data to inform instruction.

Beginning in SY 2013, LEAs were required to assess, and report to the state, students’ reading competency three (3) times a year (beginning, middle, and end of the school year) using the Acadience Reading assessment. Acadience Reading data includes several measures that can be used together to evaluate whether students’ reading abilities meet grade level reading standards (Lexiles), whether a student is likely to need support to achieve future reading goals (Acadience Reading Benchmarks), and meet adequate growth thresholds as compared with similarly performing students (Acadience Reading Pathways of Progress). LEAs must also report to the state on whether the student received reading interventions at any time during the school year.

Reading Benchmarks by Grade Level, 2020-2021 School Year

Exhibit 1 shows reading benchmark results by grade level for each of the three testing sessions throughout the year. The percentage of students who met reading benchmarks for their grade level during the beginning-of-year testing session was 47% among first graders, 66% among second graders, and 66% among third graders. The percentage of students who met reading benchmarks for their grade level during the end-of-year testing session increased by 12 percentage points among first graders (to 59%), and by three percentage points among third graders (to 69%). The percentage decreased by two percentage point among second graders (to 64%)

Exhibit 1

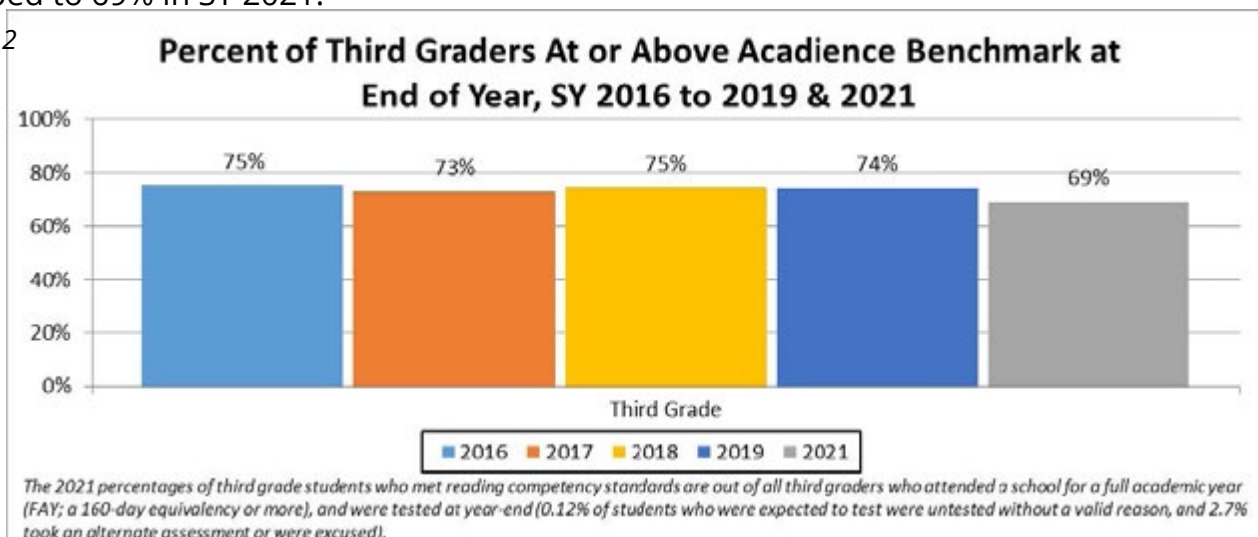


2020-2021 EARLY LITERACY REPORT

Reading Benchmarks over Time

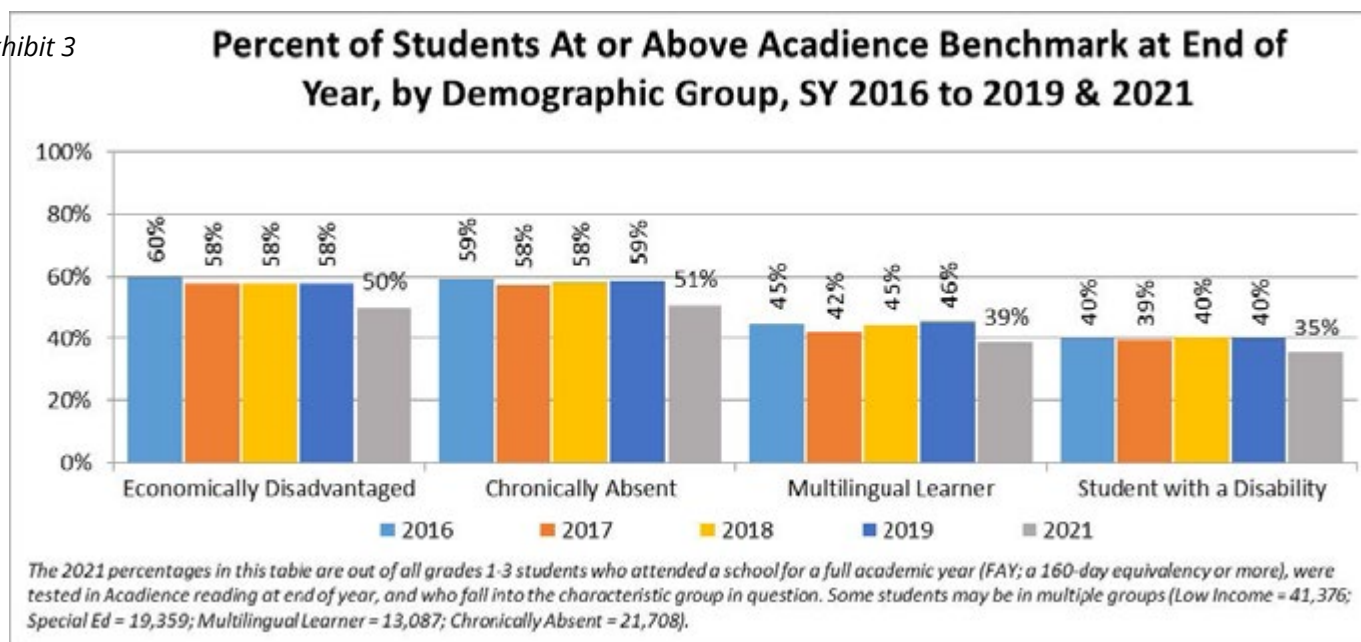
Exhibits 2, 3, and 4 show year-end reading benchmark percentages for all first through third grade students and by student group. Among all first through third graders the percent meeting benchmark has fluctuated between 73% and 75% between SY 2016 and SY 2019. The percentage dropped to 69% in SY 2021.

Exhibit 2



Compared with the grades 1-3 student population as a whole, lower percentages of students with risk factors (economically disadvantaged, Students with Disabilities (SWD), Multilingual Learners, and chronically absent students) met reading benchmarks. In SY 2021 the largest gap was with SWD (only 35% of students with a disability met reading benchmarks, as compared with 69% of students overall). All student groups saw a decrease in the percent that met benchmark in SY 2021 as compared with SY 2019. The SWD student group had the smallest decrease of 5 percentage points (a 12% decrease).

Exhibit 3

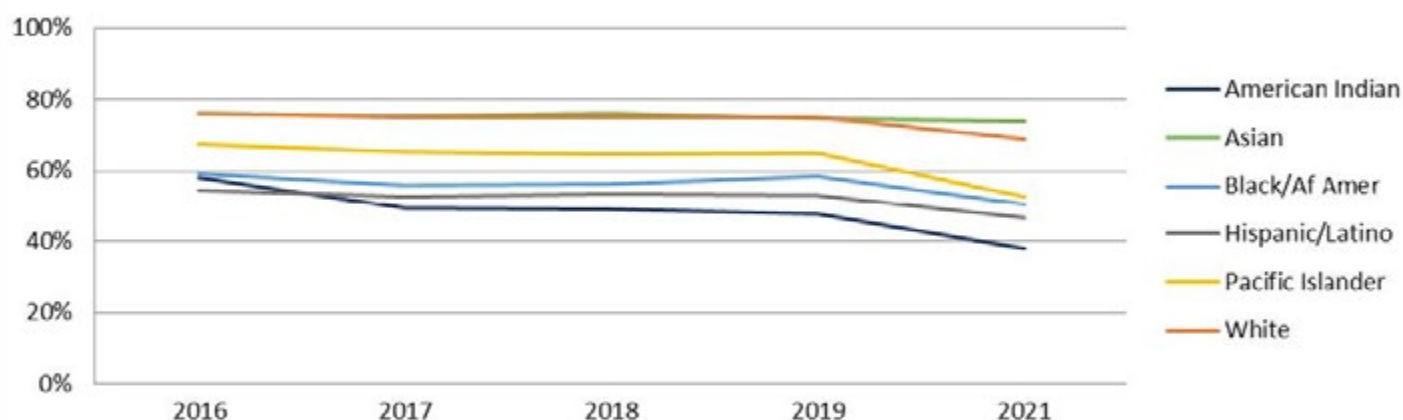


2020-2021 EARLY LITERACY REPORT

Compared with the grades 1-3 student population as a whole, lower percentages of students who identify as American Indian (38%), Hispanic/Latino (47%), Black or African American (50%), and Pacific Islander (53%) met reading benchmarks. All racial/ethnic student groups saw a decrease in the percent that met benchmark in SY 2021 as compared with SY 2019. The Asian student group had the smallest decrease of 1 percentage point (a 1% decrease).

Exhibit 4

Percent of Students At or Above Acadience Benchmark at End of Year, by Race/Ethnicity, SY 2016 to 2019 & 2021

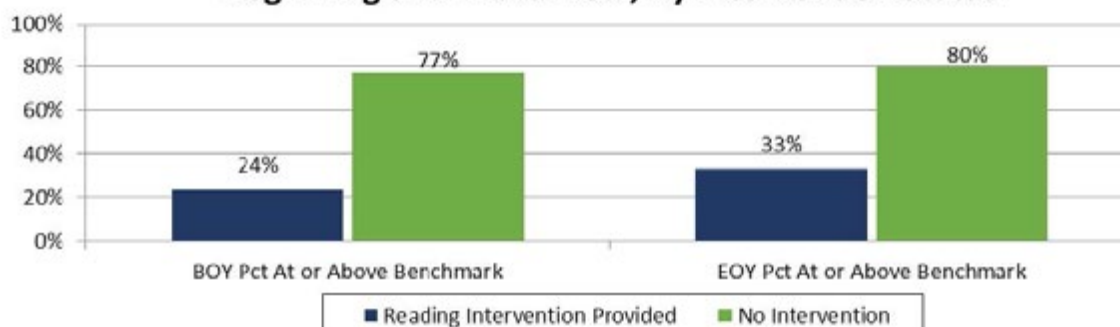


The 2021 percentages in this table are out of all grades 1-3 students who attended a school for a full academic year (FAY; a 160-day equivalency or more), were tested in Acadience reading at end of year, and who fall into the characteristic group in question (American Indian = 1,193; Asian = 2,218; Black/African American = 1,597; Hispanic/Latino = 22,221; Pacific Islander = 1,968; White = 95,399).

Exhibit 5 shows benchmark percentages for all first through third grade students who were tested in the beginning and end of SY 2021, grouped by whether the student was provided with a reading intervention during the year. Reading interventions are targeted at “at-risk” students, including students who do not meet reading benchmarks in the beginning and middle of year. Among students who did not receive a reading intervention during the school year, 77% met the beginning of year benchmarks and 80% met the end of year benchmarks. Among students who received a reading intervention, 24% met the beginning of year benchmarks and 33% met the end of year benchmarks.

Exhibit 5

Percent of Students At or Above Acadience Benchmark at Beginning and End of Year, By Intervention Status



The 2021 percentages are out of all grade 1-3 FAY students who were tested in Acadience Reading at both BOY and EOY (received an intervention = 41,838; no intervention = 84,986).

2020-2021 EARLY LITERACY REPORT

Exhibit 6 shows the changes in students' reading benchmark status from the beginning to the end of SY 2021. Sixty-one percent (53%) of first through third graders maintained above benchmark status throughout the year. Other students were below or well below benchmark at both the beginning and end of year (29%), started the year below benchmark and attained benchmark by year end (11%), or started the year above benchmark and slipped below benchmark by year end (6%). Among the 11% of students who attained benchmark, 53% had received an intervention during SY 2021.

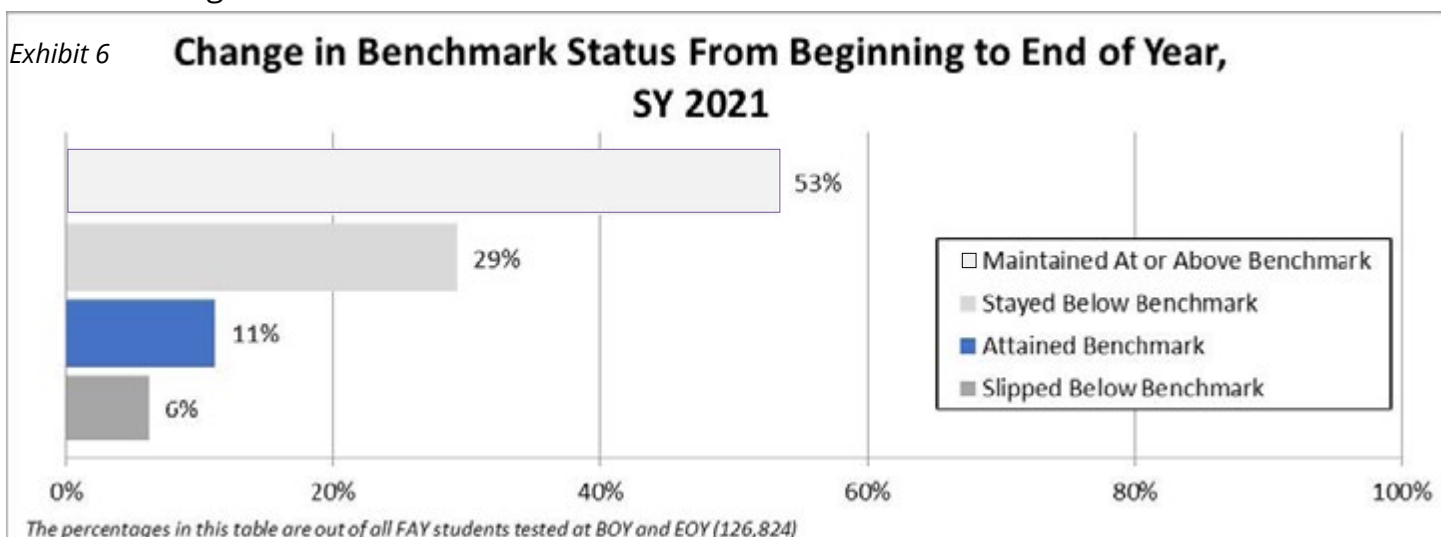
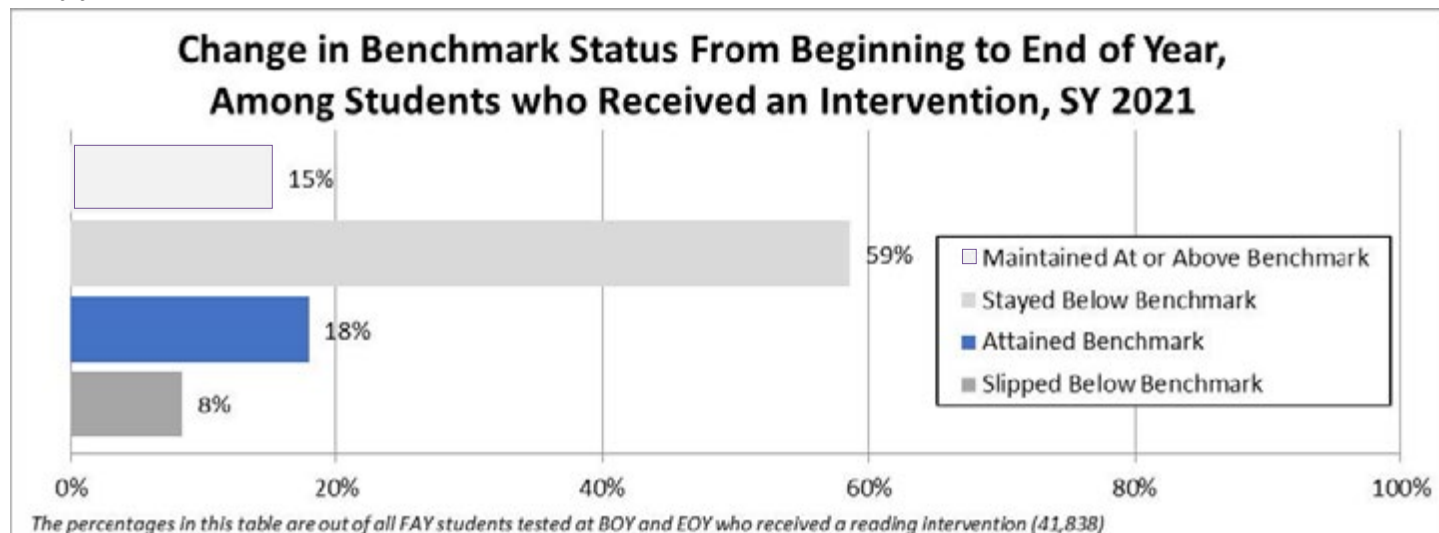


Exhibit 7 shows the changes in students' reading benchmark status from the beginning to the end of SY 2021 among students who received a reading intervention. As compared with all students a larger percentage of students who received an intervention moved from below or well below to at or above benchmark status (18% as compared with 11% of all students). Despite the interventions over half of these students (59%) stayed below benchmark throughout the year.

Exhibit 7

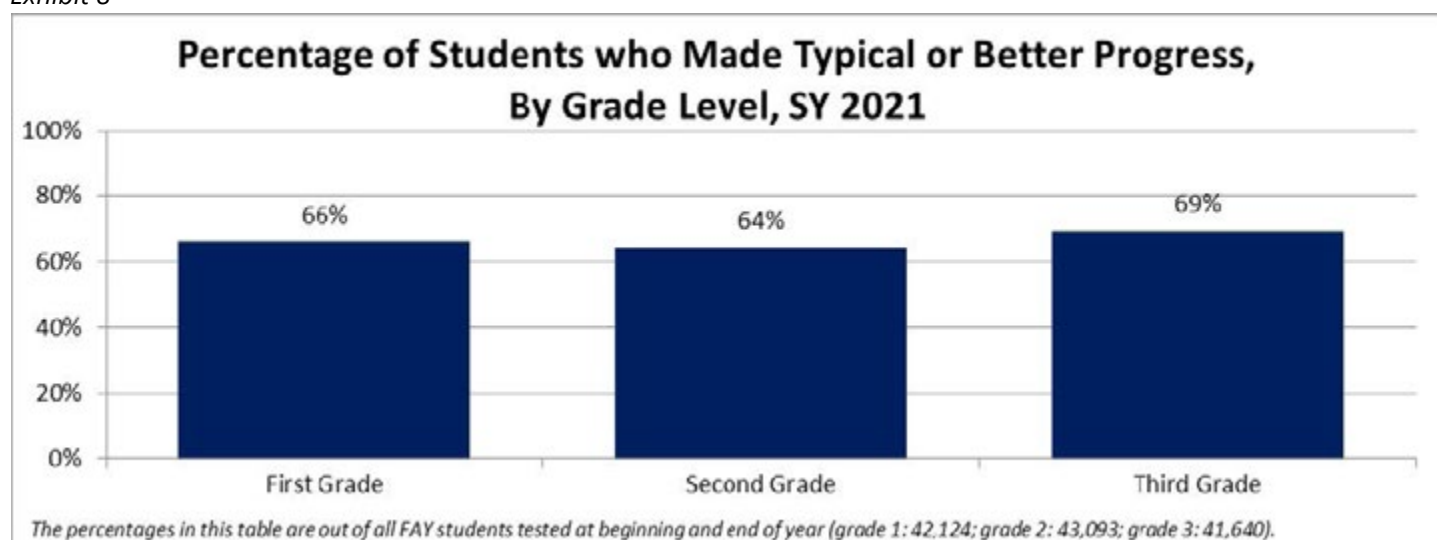


2020-2021 EARLY LITERACY REPORT

Pathways to Progress

The Acadience Reading Pathways of Progress is a tool for setting goals, evaluating student progress, and reflecting on the effectiveness of a program. Pathways of Progress uses growth from beginning of the year to the end of the year, among students with similar initial skills, and classifies their progress as well below typical (below 20th percentile), below typical (20th to 39th percentile), typical (40th to 59th percentile), above typical (60th to 79th percentile), or well above typical (80th percentile and above). In SY 2021, 66% of first graders, 64% of second graders, and 69% of third graders made typical or better progress.

Exhibit 8



Reading Benchmark by LEA

Exhibits 9 and 10 show the percentages of FAY kindergarten through third grade students in each LEA who met reading benchmarks during the SY 2021 end-of-year test administration. Higher percentages of students in district schools met benchmarks in Kindergarten through second grade, while higher percentages of students in charter schools met benchmarks in third grade. District totals are at the end of Exhibit 9, and Charter Totals are at the end of Exhibit 10.

To see Pathways of Progress by LEA and school, visit USBE's School Report Card here:

<https://utahschoolgrades.schools.utah.gov>.

2020-2021 EARLY LITERACY REPORT

Exhibit 9. District Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2021

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Alpine District	69.3%	63.1%	63.1%	69.7%
Beaver District	75.7%	68.0%	77.8%	80.2%
Box Elder District	78.0%	62.6%	66.3%	72.5%
Cache District	73.6%	68.4%	76.6%	80.9%
Canyons District	67.9%	61.5%	69.3%	76.3%
Carbon District	72.2%	61.8%	59.4%	60.7%
Daggett District	70-79%	N≤10	30-39%	50-59%
Davis District	70.7%	62.0%	68.8%	71.8%
Duchesne District	62.5%	53.2%	51.9%	62.5%
Emery District	72.1%	58.7%	56.5%	67.8%
Garfield District	61.3%	59.0%	71.9%	60.7%
Grand District	57.7%	52.8%	62.1%	65.5%
Granite District	55.3%	46.1%	53.1%	58.0%
Iron District	65.9%	62.1%	71.7%	70.3%
Jordan District	63.0%	62.0%	63.5%	69.9%
Juab District	68.1%	54.7%	56.8%	60.3%
Kane District	72.6%	57.7%	70.2%	73.7%
Logan City District	73.7%	58.2%	59.7%	72.4%
Millard District	67.7%	61.5%	67.3%	66.3%
Morgan District	73.7%	73.3%	71.8%	82.2%
Murray District	63.9%	61.8%	61.6%	72.5%
Nebo District	54.6%	56.1%	67.0%	72.1%
North Sanpete District	76.3%	57.1%	65.2%	71.3%
North Summit District	93.0%	67.2%	67.6%	79.7%
Ogden City District	75.5%	41.5%	40.9%	47.9%
Park City District	89.2%	60.4%	79.1%	74.5%
Piute District	50-59%	50-59%	70-79%	70-79%
Provo District	77.4%	60.6%	68.0%	72.4%
Rich District	≥90%	72.1%	70-79%	70-79%
Salt Lake District	60.0%	54.4%	61.4%	64.3%
San Juan District	50.0%	45.9%	50.5%	52.2%
Sevier District	78.7%	61.9%	72.4%	78.5%
South Sanpete District	59.9%	60.8%	69.3%	75.4%
South Summit District	75.3%	50.5%	61.5%	77.6%
Tintic District	60-69%	N≤10	60-69%	50-59%
Tooele District	54.2%	51.9%	54.6%	63.5%
Uintah District	65.6%	57.3%	59.1%	65.5%
Wasatch District	67.3%	60.9%	67.7%	67.5%
Washington District	75.3%	68.6%	71.5%	72.6%
Wayne District	80-89%	60-69%	70-79%	60-69%
Weber District	64.9%	55.1%	61.1%	67.6%
Districts Total	66.6%	59.0%	63.9%	69.0%

2020-2021 EARLY LITERACY REPORT

Exhibit 10. Charter Year End Acadience Reading Benchmark Percentages, by Grade Level, SY 2021

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Advantage Arts Academy	42.6%	35.6%	66.0%	60.5%
American Leadership Academy	62.7%	55.8%	58.0%	67.5%
American Preparatory Academy		67.3%	77.0%	73.3%
Ascent Academies of Utah	48.7%	60.1%	65.0%	55.5%
Athenian eAcademy	50-59%	36.8%	40-49%	70-79%
Athlos Academy of Utah	75.0%	64.0%	68.5%	64.6%
Bear River Charter School		≥80%	70-79%	≥80%
Bonneville Academy	45.5%	52.2%	64.7%	63.3%
Bridge Elementary School	70.5%	37.7%	45.8%	60.0%
C.S. Lewis Academy	57.8%	41.7%	40-49%	40-49%
Canyon Grove Academy	69.5%	68.3%	64.3%	71.9%
Canyon Rim Academy	93.2%	80.0%	92.1%	87.7%
Channing Hall	73.2%	79.7%	78.7%	86.4%
Davinci Academy	49.4%	55.0%	65.2%	72.7%
Dual Immersion Academy	31.1%	26.0%	50-59%	56.9%
Early Light Academy at Daybreak	71.8%	65.1%	73.5%	82.1%
Edith Bowen Laboratory School	66.0%	78.1%	85.4%	80.4%
Endeavor Hall	≥90%	42.0%	37.0%	50-59%
Entheos Academy	63.1%	35.7%	53.5%	52.2%
Esperanza School	56.4%	44.6%	53.3%	59.2%
Excelsior Academy	75.3%	69.3%	61.5%	68.0%
Franklin Discovery Academy	42.7%	45.4%	52.1%	61.5%
Freedom Preparatory Academy	73.6%	61.6%	66.7%	73.1%
Gateway Preparatory Academy	64.7%	49.2%	39.2%	58.1%
George Washington Academy	76.2%	68.9%	66.4%	85.6%
Good Foundations Academy	75.5%	53.5%	41.1%	53.6%
Greenwood Charter School	53.2%	39.1%	44.2%	30-39%
Guadalupe School	33.3%	20-29%	30-39%	30-39%
Hawthorn Academy		44.0%	57.7%	60.0%
Highmark Charter School	67.5%	73.9%	62.2%	57.5%
Ignite Entrepreneurship Academy	66.2%	56.9%	74.2%	52.2%
Jefferson Academy	83.6%	64.7%	75.0%	78.0%
John Hancock Charter School	80-89%	70-79%	60-69%	80-89%
Lakeview Academy	68.4%	62.1%	74.7%	72.1%
Leadership Learning Academy	45.1%	44.0%	52.3%	52.2%
Legacy Preparatory Academy	≥98%	83.2%	84.0%	73.9%
Lincoln Academy	56.4%	66.7%	76.7%	84.3%
Lumen Scholar Institute	30-39%	50-59%	≥80%	70-79%
Mana Academy Charter School	50-59%	40-49%	≥90%	50-59%
Maria Montessori Academy	40-49%	34.2%	50-59%	30-39%
Moab Charter School	21-29%	60-69%	40-49%	N≤10
Monticello Academy	75.4%	62.1%	71.7%	70.0%
Mountain Sunrise Academy		29.2%	60.0%	70.7%
Mountain View Montessori	80-89%	40-49%	60-69%	60-69%

2020-2021 EARLY LITERACY REPORT

LEA Name	Kindergarten	Grade 1	Grade 2	Grade 3
Mountain West Montessori Academy	61.7%	51.2%	78.7%	72.9%
Mountainville Academy	89.1%	81.7%	83.6%	79.4%
Navigator Pointe Academy	48.1%	61.2%	62.3%	75.9%
Noah Webster Academy	63.4%	56.3%	61.4%	59.3%
North Davis Preparatory Academy	64.6%	59.8%	48.5%	71.1%
North Star Academy	75.0%	79.6%	89.8%	90.0%
Odyssey Charter School	70.2%	77.4%	74.1%	88.6%
Ogden Preparatory Academy	40.5%	38.2%	45.4%	54.7%
Open Classroom	40-49%	50-59%	60.5%	80-89%
Pacific Heritage Academy	30-39%	30-39%	60-69%	50-59%
Pinnacle Canyon Academy	≥80%	20-29%	20-29%	30-39%
Promontory School of Expeditionary Learning		41.3%	60.5%	68.6%
Providence Hall	68.4%	67.0%	71.3%	65.1%
Quest Academy	56.3%	48.5%	47.7%	70.6%
Ranches Academy	78.0%	59.6%	56.9%	84.3%
Reagan Academy	69.6%	80.0%	71.2%	70.9%
Renaissance Academy	58.2%	56.5%	72.6%	85.1%
Scholar Academy	62.9%	43.2%	60.3%	63.8%
Soldier Hollow Charter School	60-69%	40-49%	70-79%	80-89%
Spectrum Academy	55.8%	50.0%	45.3%	54.6%
Summit Academy	74.2%	57.4%	74.4%	79.8%
Syracuse Arts Academy	82.8%	73.3%	73.8%	68.7%
Terra Academy	50.0%	53.2%	46.9%	52.1%
The Center for Creativity Innovation and Discovery		70-79%	60-69%	82.7%
Thomas Edison	66.7%	65.1%	73.8%	84.4%
Timpanogos Academy	53.4%	71.4%	83.6%	90.5%
Treeside Charter School	59.1%	55.2%	70.0%	51.1%
Utah Connections Academy		60-69%	81.3%	70-79%
Utah Virtual Academy	71.1%	55.4%	60.6%	61.5%
Valley Academy	80.3%	66.0%	73.7%	74.4%
Venture Academy	77.5%	50-59%	50-59%	61.9%
Vista School	83.3%	59.3%	68.4%	65.2%
Voyage Academy	75.0%	59.2%	60.6%	70.8%
Walden School of Liberal Arts	40-49%	50-59%	60-69%	60-69%
Wallace Stegner Academy	87.2%	65.9%	68.0%	57.3%
Wasatch Peak Academy	88.9%	62.9%	82.9%	78.4%
Wasatch Waldorf Charter School		29.3%	54.6%	61.8%
Weber State University Charter Academy	50-59%			
Weilenmann School of Discovery	54.0%	60.0%	70.5%	76.9%
Charters Total	66.1%	58.2%	65.7%	68.7%

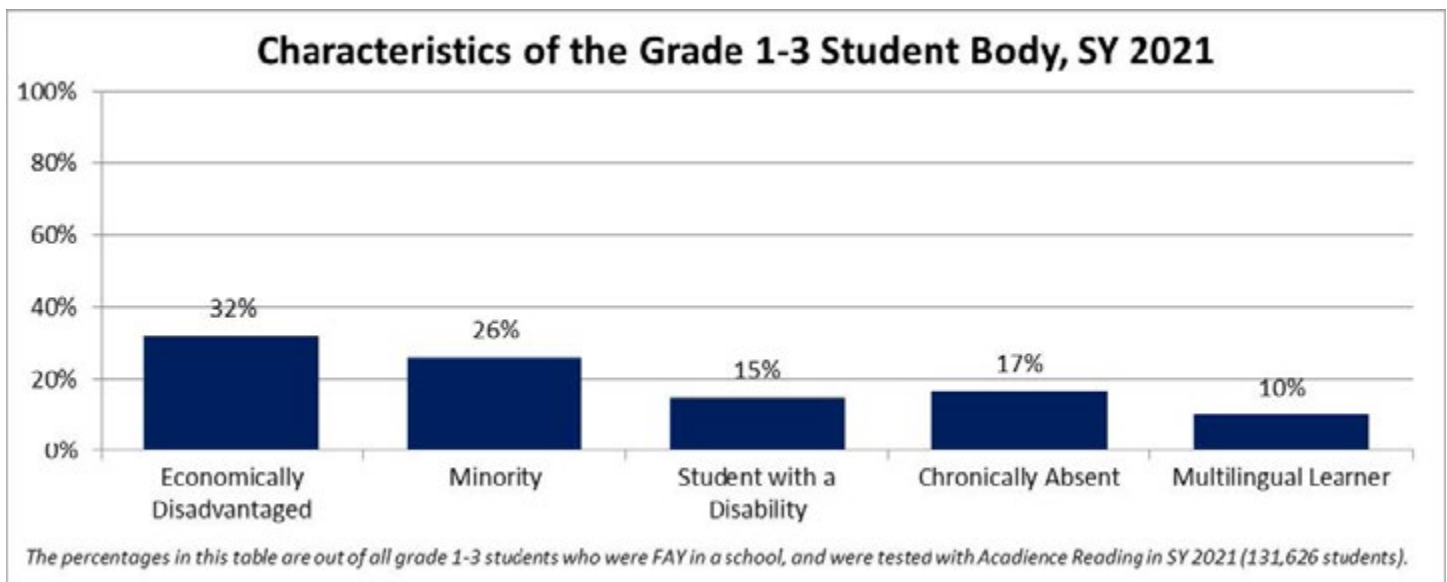
2020-2021 EARLY LITERACY REPORT

APPENDIX A: STUDENTS INCLUDED IN THE DATA SET

The data for this report includes Acadience Reading test data for 131,626 students who were enrolled in a school for the full SY 2021 academic year (FAY; the equivalent of 160 days or more) and had at least one Acadience Reading test result. Students who were untested (either throughout the year or during the specific test administration) are excluded from the benchmark percentages. Additionally, students who were tested only once were excluded from percentages showing changes in reading benchmark status from beginning to end of year, or Pathways of Progress. Thus, the number of students included (or excluded) in each calculation varies, and is noted in the footnote of the table.

The students in the data set were nearly evenly split among first, second, and third graders. Exhibit 11 shows demographic characteristics of the students included in the data set. Overall, 32% of first through third graders were from a low-income household, 26% identified as a minority race or ethnicity, 15% received special education services (SWD), 17% were chronically absent (missed more than 10% of the days they were enrolled), and 10% were Multilingual Learners.

Exhibit 11



SCHOOL TURNAROUND REPORT

U.C.A. Section 53E-5-310 requires the State Board of Education to submit an annual report on the provisions of School Turnaround and Leadership Development. This report has been submitted annually since 2015. Information on School Turnaround can also be found in the School Improvement section of this report.

Background

In the 2015 General Session, Senate Bill 235, Education Modifications, established the School Turnaround program. The Legislature appropriated \$7.0 million ongoing for the program. In the program, the Utah State Board of Education (USBE) annually identifies low-performing district and charter schools. To be designated as a turnaround school, the school needs to be in the bottom three percent of schools for two consecutive years. Program funding includes engaging with an approved expert agency to conduct a school needs assessment and root cause analysis for the identified schools. The Board selects turnaround providers through a request for proposal process. The school board or charter school authorizer of the low-performing school establishes a school turnaround committee which, in partnership with the school, selects one of the contracted independent school turnaround providers. Contracts with providers are for three years and the provider works with the committee to develop and implement a school turnaround plan.

With the passage of House Bill 420, Turnaround Program Amendments, in the 2020 General Session, the Board was charged with establishing exit criteria for a low performing school based on school accountability results from the 2018-2019 school year and later, and making rules establishing the final remedial year for a cohort. With the changes in House Bill 420, the Board was granted more flexibility to establish criteria for schools to exit turnaround in Board rule. Subsequently, the Board approved updates to R277-920, the rule governing the School Turnaround program, in its November 2020 meeting. Along with modifying the exit criteria, the changes include provisions for identification of new schools and exit criteria for schools in a year with statewide assessment system irregularities during the COVID-19 pandemic.

Cohort 1 Turnaround Schools

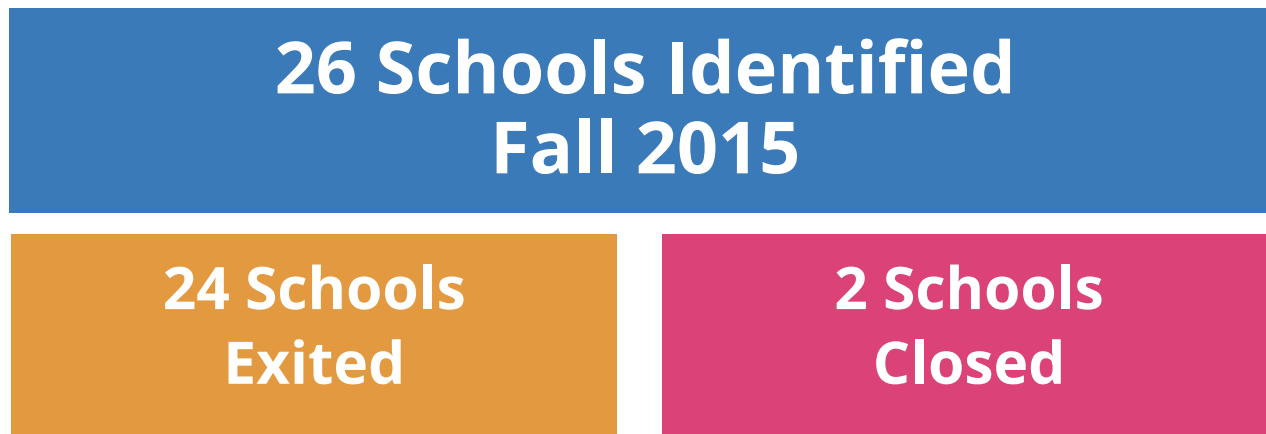
In the fall of 2015, USBE identified 26 schools as Turnaround Schools and began the three-year turnaround process. As of fall 2020, twenty-three Cohort 1 schools have exited the school turnaround program. Using the state accountability system criteria that was in place for the 2014-2015 school year, 19 of the 26 schools successfully exited School Turnaround in the fall of 2018. Two schools closed, including Pioneer High School for the Performing Arts and Oquirrh Hills Elementary School. Two other schools, Midvale Elementary School and Entheos Academy in Magna, were subject to State Review Panel recommendations and Board decision. Both of these schools improved at least one letter grade from their original School Turnaround designation and exited following the 2018-2019 school year.

SCHOOL TURNAROUND REPORT

Cohort 1 Turnaround Schools

Three schools, Utah Connections Academy, Whitehorse High School, and Redwood Elementary School, qualified for an extension. Utah Connections Academy exited after their first year of extension which was in 2019. The Board approved Whitehorse High School's exit status at the September 2020 Board meeting based on an alternative data presentation of substantial growth and achievement. Alternative data were used because of disruptions to statewide assessments and consequently the school accountability system in the spring of 2020 due to COVID-19. This decision was in line with the recommendation from the State Review Panel. Redwood Elementary School successfully presented and was approved for exit by the Board during the August 2021 Board meeting.

Cohort 1 Schools in 2021



Cohort 2 Turnaround Schools

In the fall of 2017, USBE identified five schools as Cohort 2 State Turnaround Schools. In the September 2020 Board meeting, as recommended by the State Review Panel, the Board approved the exit status of four out of the five schools in Cohort 2 based on alternative data presentations of substantial growth and achievement. Dixie Montessori Academy, Guadalupe School, Kennedy Jr. High School, and Utah Virtual Academy all exited from School Turnaround. Also in line with the State Review Panel, the Board voted for Paradigm High School to maintain its current status in School Turnaround. The school was not in extension. Paradigm High successfully presented and was approved for exit by the Board during the June 2021 Board meeting.

SCHOOL TURNAROUND REPORT

Cohort 2 Turnaround Schools

Cohort 2 Schools in 2021

**5 Schools Identified
Fall 2017**

**5 Schools
Exited**

Cohort 3 Turnaround Schools

In the fall of 2018, USBE identified eight schools as Cohort 3 State Turnaround Schools. The Cohort 3 schools are Athenian eAcademy (charter), Green Wood Charter School, Ibapah School (Tooele), James Madison School (Ogden), Navajo Mountain High (San Juan), Roots Charter High School, Tse'Bii'Nidzizgai School (San Juan), and Utah International Charter School. Cohort 3 schools will maintain their current School Turnaround status for the 2020-2021 school year. The Board will determine their exit statuses after the 2021-2022 school year. The Board allowed schools to choose if they wanted exit or remain in Cohort 3 Turnaround for continued support. All schools were required to present their progress on their School Improvement Plan to the Exit Review Panel.

Three schools elected to remain in Cohort 3 Turnaround:

Ibapah School • Navajo Mountain High • Tse'Bii'Nidzizgai School

Three schools successfully exited:

Athenian eAcademy • Green Wood Charter School • James Madison School

Two schools did not successfully exit and remain:

Roots Charter High School • Utah International Charter School

SCHOOL TURNAROUND REPORT

Cohort 3 Schools in 2021

**8 Schools Identified
Fall 2018**

**3 Schools
Opted to Stay**

**2 Schools
Did Not Exit**

**3 Schools
Exited**

Cohort 4 Turnaround Schools

In the fall of 2019, USBE identified two new schools as Turnaround Schools in Cohort 4. These schools are Holt Elementary in Davis School District and Paradise Canyon Elementary in Washington School District. Cohort 4 schools have completed a comprehensive needs assessments and root cause analyses and have begun work with a contracted turnaround expert provider to implement the approved School Improvement Plans.

Cohort 4 Schools in 2021

**2 Schools Identified
Fall 2019**

Cohort 5 Turnaround Schools

The Board approved not identifying new schools for 2020 which would have been Cohort 5. Revisions to R277-920, which the Board approved in its November 2020 Board meeting, state "the Superintendent may not identify a new school for critical needs status based on school accountability results from the 2019-20 school year due to the waiver to administer assessments described in Section 53E-4-315." This change is due to statewide assessment system irregularities during the COVID-19 pandemic. In lieu of identifying new schools in 2021, funds were used to support Assessment to Achievement Plus (A2A+) initiative.

